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IDENTIFIERS	*Tech Prep

ABSTRACT

The focus of tech prep at Quad-City/Tri-County Vocational Regions/Black Hawk College was on providing all students with skills for higher education as well as job opportunities. To accomplish this, a comprehensive model applicable to all program areas was implemented to provide sequenced, vocationally and academically integrated, and complementary vocational-technical courses/programs across the secondary, community college, and university levels. A Core Group Planning Committee composed of education and business/industry representatives used the DACUM (Developing a Curriculum) approach to define core knowledge and skills needed by students in three occupational cluster areas: business, human services, and engineering. Private sector representatives worked with academic and technical educators at each of four pilot sites to identify competencies for specific programs. Formalized articulation agreements were signed with Black Hawk College, member schools of the Quad-City/Tri-County Vocational Regions, and two high schools. The model tech prep core curriculum was to be field tested during Fiscal Year 1992. (Appendixes, which make up the bulk of the report, include agendas and minutes of meetings; curriculum review forms; correspondence; inservice materials; information on articulation agreements, such as school/course matrix, material on development, and sample agreement; and agreement between high schools and Black Hawk College.) (YLB)

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IL910007

TECH PREP DEGREE:

Preparing Tomorrow's Workforce

ED347349

Illinois State Board of Education

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Chairman

Robert Leininger
State Superintendent
of Education

Adult, Vocational and Technical Education

Vocational Education
Program Improvement
Section

October 1991

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TECH PREP

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TECH PREP DEGREE:

Preparing Tomorrow's Workforce

Design, Development and Implementation of a TECH PREP Core Program

A Joint Project of:

Tri-County VoTech Region
Quad-City VoTech Region
Black Hawk College
Western Illinois University

Director:
Karen Johnson
Tri-County VoTech Region

Coordinator:
Gordon Kinkead
John Deere Harvester

Funded Agency:
Quad-City/Tri-County
VoTech Regions
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Illinois State Board of Education

Louis Mervis
Chairman

Robert Leininger
State Superintendent
of Education

Adult, Vocational and Technical Education

Vocational Education Program
Improvement Section

October 1991

Funded by:

Carl Perkins
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QLA210A
$94,800

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FINAL REPORT ABSTRACT

Official Project Title: Design, Development and Implementation of a TECH PREP Core Program

Department of Adult, Vocational and Technical Education
Funding Agreement Number: QLA210A

Project Director: Karen E. Johnson

Funded Agency: Quad-City/Tri-County Vocational Regions

Location of Funded Agency: 1275 42nd Avenue
East Moline, IL 61244

Time Period Covered: July 1, 1990-August 15, 1991

Goals of the Project and its Relevancy to Vocational Education:

An exemplary TECH-PREP Core program will be established which will strengthen and improve the technical competence of youth and adults throughout the Black Hawk College District for education and training to meet the demands of tomorrow's work place.

Quad Cities/Tri-County EFE Systems/
Black Hawk Community College

Program Overview

The focus of Tech Prep at Quad Cities/Tri-County EFE Systems/Black Hawk Community College is on providing all students with skills for higher education, as well as job opportunities. To accomplish this, a comprehensive model, applicable to all program areas, is being implemented. A Core Group Planning Committee, composed of education and business/industry representatives, utilized the DaCUM approach to define core knowledges and skills needed by students in three occupational cluster areas: business, human services, and engineering. Private sector representatives have worked with academic and technical educators at each of the four pilot sites to identify competencies for specific programs.

Program Highlights

Curriculum Development
- Business/industry representatives have identified the competencies, knowledge, and skills needed by all students.
- The DaCUM model serves as the basis for developing a core curriculum.
- Private sector representatives, working with academic and technical faculty, have identified specific program competency areas.
- The Core Group Planning Committee, composed of representatives from academic and vocational program areas, secondary and postsecondary areas, and business/industry, have developed a core curriculum based on DaCUM.
- The focus of curriculum is on integration of academics and vocational content and development of skills in critical thinking, team building, decision making, and problem solving.

Business/Industry Involvement
- The General Manager at John Deere serves as the full-time Tech Prep Project Coordinator.
- Representatives from John Deere have made presentations about Tech Prep to Chambers of Commerce and other local audiences.
- Eight business/industry representatives have worked with educators on the DaCUM matrix of knowledge and skills necessary to work in the three career cluster areas.
- Local businesses have committed to providing internship experiences for Tech Prep students.

Planning Team Structure
- A Planning Core Team is represented by members from all three Tech Prep partnerships.
- Each of the pilot sites has a design team made up of academic and technical faculty from secondary and postsecondary schools and representatives of local businesses/industries.
- Secondary school administrators have selected lead teachers, and lead teachers and their principals selected other team members.
- Business/industry representatives from key industries volunteered to serve on the design teams.
- Community college members have been designated by their involvement on the college articulation committee.

For more information about the QC/TCEFE/BHCC project, contact either:

Gordon Kinkead
Project Coordinator
John Deere Harvester Works
100 13th Avenue
Moline, IL 61244
309/765-6626

Karen Johnson
Project Director
1275 42nd Avenue
East Moline, IL 61244
309/752-1691

Major Accomplishments Toward Stated Objectives of the Project:

A. Design and develop a model, comprehensive TECH-PREP Core program which would provide sequenced (4=2=2), vocationally and academically integrated, and complementary vocational/technical courses/programs in all five occupational clusters across the secondary, community college and university levels (grade levels 9 through 16).

Progress:

1. A Tech-Prep organizational meeting was held August 21, 1990 (see Appendix A-1 for agenda). Participants included the Vice Chancellor of Black Hawk College, the Director of RIROC (Western Illinois University's extended campus at Black Hawk College, the Chairman of the Board of Control for Quad-City Vocational Region and Tri-County Vocational Region, the General Manager of John Deere Harvester, plus other representatives from each of those institutions. Participants were inserviced concerning the concept of Tech Prep and the purpose and intent of the grant. Organizational direction was provided and John Deere Harvester agreed to provide an executive from their plant to serve as coordinator for the grant activities.

2. The organizational meeting for the Core Planning Team was held on October 23, 1990 at Black Hawk College. The Core Planning Team is the over-all guiding and advising group for the project. Membership includes representatives from Western Illinois University, Black Hawk College, Quad-City Vocational Region, Tri-County Vocational Region, and business/industry representatives from all five occupational areas. The Core Planning Team (see Appendix A-2), composed of representatives from academic and vocational program areas, secondary and postsecondary areas, administrators, counselors, and business/industry have initiated work on a core curriculum model which will be completed during the second year of the project during fall 1991. The focus of the curriculum is upon integration of academic and vocational content and development of skills for critical thinking, team building, decision making, and problem solving. Our project has identified development of process skills of equal importance to content skills in the academic and technical areas.

3. Business/industry representatives have identified the competencies, knowledge, and skills needed by all students who desire to enter into technical careers. On November 2, 1990 business/industry representatives developed DaCUM (See appendix A-3) of occupational competencies for Tech Prep careers as the basis for developing the seamless core curriculum throughout the high schools in the Quad-City Vocational Region and the Tri-County Vocational Region, into technical career preparation programs at Black Hawk College, and completion in four year universities which are articulated with Black Hawk College with special emphasis with Western Illinois University. Private sector representatives identified specific program competency areas and then defined specific duty areas relating to those competency areas.

4. A Local Design Team (see Appendix A–2) has been formed in each of the four pilot site schools. These teams are made up of academic and technical faculty, administrators, counselors, postsecondary representatives, and representatives of local businesses/industries. These teams have conducted team building activities and struggled with establishing a common vision and purpose for Tech Prep in the region and in their schools. Local teams conducted a study of their current curricula offerings to tabulate competencies which are currently being taught as identified as important by business/industry on the DaCUM. Each course was surveyed and then tabulated by each department in the school (see Appendix A–4, A–5 for samples of forms which were used).

5. John Deere Harvester returned the salary paid to them for Gordon Kinkead serving as coordinator for the Tech Prep project in the form of financial assistance for curriculum development projects to assist in the implementation of the Tech Prep Degree Project. Each pilot site school submitted a request to Deere for this curriculum development project (see Appendix A–6).

6. Agendas for regional planning meetings (see Appendix A–7) are attached. Samples of Local Design Team agendas are also included (see the Appendix A–8 and following pages).

B. Expand existing, and establish new partnerships with business, industry, and other employers in the Black Hawk College District.

Progress:

1. A strong partnership has been established with John Deere Harvester. They have provided a coordinator for the grant (see Appendix B–1), financial assistance for curriculum projects (see Appendix B–2 , co–hosted and provided meeting facilities for inservice activities (see Appendix B–3), tours of their plant and facilities, and speakers for various meetings and regional activities. Their support and encouragement are greatly valued and appreciated.

2. Local schools are also building individual relationships with other businesses and industries.

3. Business/industry members of Core Planning Team have provided valuable insight into the needs of business and industry. Also, we find that we are beginning to develop a common language and a deeper understanding of one anothers perspectives, positive points, limitations, and needs. We found that language we considered universal has entirely different meanings. One example is the term "basic skills". To some of the business people basic skills meant those skills basic to their industry and might include both academic and technical skills. While to many of the educators it meant basic academic skills and usually did not include technical use of those skills. We have found a need to more accurately define those skills which are basic to each occupational area.

4. Approximately 50 letters (see Appendix B–4) were sent out to various business and industry organizations throughout the region offering to provide an informational program on Tech Prep. Gordon Kinkead has spoken to area service organizations and Chamber of Commerce.

5. Deere has agreed to the continued participation of Gordon Kinkead during the second year of the project to develop an "Honor Roll" of business partnerships. Their continued support is valuable (see Appendix B–5).

C. Expand the professional expertise of educators to plan, develop, field test, implement, and teach the model TECH-PREP Core curriculum by providing training, updating, and inservice staff development activities.

Progress:

1. All Local Design Teams were inserviced in the history, philosophy, and models of Tech Prep and integration of academic and technical education by Judy Warthen and Karen Johnson.

2. Local Design Teams each conducted awareness inservice activities for their total faculty. Outside speakers were invited for presentations.

3. The Tech Prep Coordinator visited all sites to talk to administrators and enlist their support and involvement.

4. See Quarterly Reports for detailed inservice activities conducted throughout the year (see Appendix C-2)

5. Project Director and Lead Teachers attended Association for Supervision and Curriculum Development (ASCD) Summer Institute Series for training in the areas of integration of thinking strategies throughout the curriculum, facilitating change and new trends in curriculum. The knowledge gained will be utilized during the Fy 92 project year (see Appendix C-3).

D. Prepare to field test the model TECH-PREP Core curriculum in selected sites during the Second Stage of FY91.

Our project has identified that the TECH PREP model and courses will emphasize higher order thinking skills, teamworking, interpersonal skills, personal work ethic, outcome based education, integration of work setting applications in academic courses and vo-tech reinforcement of academic concepts. Process skills provide a strong basis for life-long learning skills. As technology and occupations change so rapidly, students will need transferable skills which can apply to a variety of work situations. The implication for our project is that development of instructional strategies to teach those process skills is of equal or greater importance as compared to the course content focus of the past. To facilitate full implementation of the TECH-PREP Core Curriculum each of the four original pilot implementation sites will target a minimum of two courses to field test course revisions necessary to implement these elements into an implemented TECH-PREP Degree Model.

TECH-PREP Pilot Courses for FY92

Kewanee High School **Geometry: Roger Malcolm, contact person**

Roger Malcolm is developing their Geometry class to include both college bound material and more applications for increased student understanding. A hands-on-approach and cooperative group work will been incorporated into the class. Presentation of the content has been changed to utilize an inductive rather than deductive approach. Three classes are being taught with a total of 90 students.

Kewanee High School **Agriculture Science: Floyd Wohrley, contact person**

Floyd Wohrley is integrating science principles into the agriculture program. The Agriculture program is offering Biological Science Applications in Agriculture - Plant Science. He is using the course and materials which were developed by the University of Illinois. This course is designed to reinforce and extend students' understanding of science by associating basic scientific principles and concepts with relevant applications in agriculture. He is teaching one class with 19 students.

Kewanee High School **Computer Aided Drafting: Steve Morrison, contact person**

Steve Morrison is incorporating industry standards into his drafting classes. His is extending student hands on time utilizing computer-aided drafting. His class involves 8 students.

Kewanee High school **Jr. English - Composition Writing: Linda Pont, contact person**

Linda Pont is integrating computer technology into Jr. English Composition Writing class. Twenty-one students are gaining experience in writing and editing their compositions on the computer.

Moline High School **Algebra I & II: Nancy McManus, contact person**

Moline High School is using calculators to assist students who do not possess math computational skills to move into Algebra classes where development of conceptualization skills are emphasized. The conceptual essential in the development of higher order thinking skills. They are piloting whether the use of calculators can help students to overcome deficient computational skills.

All math teachers have received 3 to 6 hours of inservice in the use of the TI81 Graphic Calculator and the TI Challenger. The Algebra I class is developing applications for math concepts and structuring cooperative team groups to enhance student learning.

Moline High School **Information Processing: Brian Shelor, contact person**

Brian Shelor is upgrading the technical skills taught in this course. Following a survey of businesses to deter the equipment and software used in their offices, business standard software applications have been purchased and implemented into the curriculum using the Mac lab. Problem solving activities are being incorporated into the class work with practical situations with actual uses. Team working activities are emphasized.

George Schnooberger is developing a new course to follow this course which will present computer application experiences in an IBM lab using applications again identified as business/industry standards.

Rock Island High School **English: La Waun Glasgow, contact person**

La Waun Glasgow is incorporating Tech-Prep concepts, including teamwork and hands-on-learning into a pilot English class. The course content is based around the concepts of critical thinking and problem-solving with real working world applications. Students are developing communication and interpersonal skills along with a deeper understanding of the significance of school learning to their future lives.

Rock Island High School **Child Care II: Janet Samuelson, contact person**

Janet Samuelson is revising the Child Care II curriculum to strengthen the integration of academic content in the course. She is incorporating child psychology and English writing skills into the curriculum. They are using these writing skills to prepare lesson plans for practical situations that they might find in an actual child care facility. They are combing field trips with academic work to correlate the classroom experience to the actual, real life, hands on use of those skills.

United Township High School **Media Production: Judy McDonald and Bob Pyevich, contact persons**

United Township High School is developing an integrated Media Production class. This second semester course will integrate communication skills and production technology. This course will be team taught. Students will learn both the presentation skills and the technical aspects of production in broadcast media. Communication skills such as writing, presentation and delivery techniques, and stage presence skills will be developed. Production techniques to be taught will include operation of the VCR, character generator, mixer, editor, and monitor. Students will produce radio broadcasts approximately every six weeks and will produce promotional videos for the school. This course will be team taught with approximately 16 students enrolled.

United Township High School **BioTech: Dennis Steinmetz, contact persons**

Dennis Steinmetz is integrating biology and technology into the BioTech course. Emphasis is placed on development of the lab skills and procedures used in today's modern technological fields. Through field trips and practical hands on activities, students develop an awareness of the roll science plays in everyday life. Field trip experiences enable students to view state-of-the-art laboratories. Use of computers is an integral part of the course.

E. Develop a long-range plan to phase in the implementation of the TECH-PREP Core curriculum in all secondary districts in the Black Hawk District.

Progress:

1. The long-range plan was not completed during FY91. We expect it to be completed by the end of the first quarter of the FY92 project and will include it in the first quarterly report.

2. To accomplish this plan we have established four Design Team Task Forces to develop the plan and facilitate its implementation. These task forces will be: Model Task Force, Standards and Certification Task Force, Partners In Action (Business and Industry), and Inservice Task Force (will use the activities written into the STARS in TECH-PREP Scientific Literacy Grant through Western Illinois University).

F. Secure formalized articulation agreements between and among educational agencies (Secondary schools, Black Hawk Community College, and Western Illinois University) in involved in this project.

Progress:

1. Articulation agreements for nine programs have been signed with Black Hawk College. Each of these program agreements also identifies courses for which students may receive articulated credit and advanced placement. Agreements were signed during the FY91 project. See Appendix F–1 for the publication which has been published indicating the available courses and participating schools.

2. A joint educational agreement was signed between member schools of the Tri–County Vocational Region, Kewanee High School, and Cambridge High School (see Appendix F–2). Saturday classes were established to be delivered at Black Hawk College East Campus. Students have an opportunity to earn high school credit, college credit or both. Classes are available in Basic Nurse Assistant, MicroComputer Applications Courses, Basic Vehicle Mechanics and Introduction to Graphic Design and Production. Between 15 and 20 students are enrolled.

3. Promotion and awareness activities of these opportunities are planned for FY 92.

Resource Listing:

A. Material Resources

1. Instructional Technologies and CORD

   a. Applied Physics Modules

   b. Applied Math Modules

   c. Applied Communication Modules

B. Human Resources

1. Paid participants

   a. John Deere Harvester Works - Gordan Kinkead
   1100 13th Avenue
   East Moline, IL 61244
   Coordinator for the project

   b. Myrtle Stogner
   Richmond Community College
   North Carolina Tech Prep Leadership Development Center
   P.O. Box 1189
   Hamlet, North Carolina
   Presented inservice for regional personnel and total United Township High School faculty

   c. Ilene Dallenberg
   Coordinator of Academic & Technical Program
   1001 Fairdale Road
   Louisville, Kentucky
   Presented inservice for United Township faculty

   d. Mike McClaren
   Superintendent
   Oklahoma High School
   Presented inservice to total Rock Island High School and regional personnel

   e. Nancy Nehlsen
   Nehlsen Communications
   2224 E 12 Street
   Davenport, Iowa
   Development of marketing brochure

2. Unpaid Participants

a. Karen Johnson
Director – Tri–County Vocational Region
1275 42nd Avenue
East Moline, Illinois
Director for the project

b. Art Pitz
Assistant Dean – Black Hawk College
6600 34th Avenue
Moline, Illinois
Coordinator of BHC component of the project

b. TECH PREP Degree Core Planning Team members
See following page for names and addresses
Advisory Committee composed of educators and business/industry representatives

c. TECH PREP Degree Local Design Team members
See following pages for names and addresses
Teams at each local site responsible for inservice development of the project at the local site.

d. Richard Kline
General Manager
John Deere Harvester Works
1100 13th Avenue
East Moline, IL 61244
Hosted TECH–PREP Degree activities and Myrtle Stogner dinner and inservice
Inservice speaker

e. Craig Whitlock
Superintendent
United Township High School
1275 42nd Avenue
East Moline, Illinois
Facilitated obtaining a coordinator and promotion of TECH–PREP project

TECH PREP DEGREE
CORE PLANNING TEAM

Rupert Allert
Executive Chef
Short Hills Country Club
1812 24 Ave
Moline, IL 61265
755-0618 Work
762-3046 Home

Karen Anderson
Home Economics Instructor
%Moli..e High School
3600 23 Ave
Moline, IL 61265
757-3545

LaWaun Glasgow
English Instructor
%Rock Island High School
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Rock Island, IL 61201
793-5950

Pat Hays
Personnel Administrator
The Rock Island Bank
PO Box 4870
Rock Island, I: 61201
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Kerry Kerber
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932-3003 Home

Ken Schwab
Principal
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757-3545

JoEllen Sharer
Adm. Dir. Ed. Programs
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757-2611

Brian Shelor
Business Instructor
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Moline, IL 61265
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Todd Swinderman
Martin Engineering
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1-800-544-2947

Ted Tyler
Science Instructor
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Gabe Verstraete
Tech Prep Coordinator
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East Moline, IL 61244
752-1675

Rob Waters
Counselor
%UTHS
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752-1642

Leo Whalen
General Manager
Southpark Younkers
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797-0560

Floyd Wohrley
Dir. of Voc. Education
Agriculture Instructor
%Kewanee High School
1102 E 3rd Street
Kewanee, IL 61443
853-3328

TECH PREP DEGREE
Local Design Teams

Kewanee High School Local Design Team
1101 East Third St
Kewanee, IL 61443
853-3328

*Roger Malcolm	Math-Science	Facilitator
Roger Wallace	Math	
Dennis Arnold	Science	
Phil Williams	English	
*Floyd Wohrley	Agriculture	
Shirley Shafer	Home Economics	
Pat Sullens	Health	
Steve Morrison	Industrial Tech	
Jim VanHootegem	Business	
Ford Brown	Counselor	
Marvin Damron	Administrator	
Gary Phieffer	BHC Agriculture	
Ed Rebner	BHC Mechanic Power	

Moline High School Local Design Team
3600 23 Avenue
Moline, IL 61265
757-3545

*Brian Schelor	Business	Facilitator
*Karen Anderson	Home Economic	
Cedric Salisbury	Industrial Tech	
Wes Johnson	Science	
*Karen Techlin	English	
Nancy McManus	Math	
Joe Wasson	Counselor	
*Ken Schwab	Administrator	
Tom Acuff	BHC Mechanic Tech	
Steven Blucker	BHC Business Managment	

Rock Island High School Local Design Team
1400 25th Ave
Rock Island, IL 61201
793-5950

*Joanne Quinlon	Business	Facilitator
Burt Wymore	Industrial Tech	
*Ellen Pohlman	Home Economics	
*LaWaun Glasgow	English	
Frank Ryner	Math	
Janet Moline	Science	
Ron Janssen	Counselor	
Clara Jenkins	Administrator	
Robert Hammel	BHC Accounting	
Don Schnauber	BHC CAD	

United Township High School Local Design Team
1275 42 Avenue
East Moline, IL 61244
752-1633

		Facilitator
Sharon Jorandby	Home Economics	
Carl Killam	Business	
Jim Smith	English	
Lorianne Eis	Math	
*Ted Tyler	Science	
*Rob Watters	Counselor	
Gordon Cornelius	Administrator	
Larry Raash	BHC Office & Secretary	
Wayne Marshall	BHC Electronics	

*Core Group Planning Team Member

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Problems, conclusions and recommendations:

The major problem we encountered was the length of time necessary to form and empower the local design teams. The process of establishing the Core Team, meeting with each pilot site and establishing the local design teams and orienting project staff with a common language and purpose between business/industry and education was very time consuming. We chose to develop this project with a team approach. We have found that this requires a great deal of time to struggle with a new idea, develop a common vision and language and move forward with a well though out plan for long term change. However, we do not regret the time we spent in these activities. By the end of the first project year, significant insight has been developed and the original four local design teams have taken responsibility for implementation of the project in their schools with growing enthusiasm for the changes which this is bringing about. Significant change is occurring for teachers and students which will be reported during the second year of the project. 334 students are enrolled in TECH-PREP pilot courses in the four original sites during the FY 92 project year.

Our project is focusing on systemic change throughout the school systems. Development of a single program would have been much easier and would have produced tangible results much more quickly. By developing a comprehensive plan, schools are discussing what they believe school should be all about and are revising their total curriculum offerings and student handbooks to reflect this change of philosophy. Some sites are choosing to completely eliminate the abilities tracking system and specifically the general educational track. They are replacing it with preparation choices. Currently they are recommending and considering adoption of three career preparation choices: College-Prep, Tech-Prep and Occu-Prep. This is consistent with findings of much of the literature available expressing concern that too many young people are receiving an unfocused general education and that unfocused learning remains one of the prime barriers to achieving excellence for a host of high school students. We feel that we have a responsibility to help students see meaning in their educational programs.

The first year of the project focused on establishing the over-all structure of the project and development of the design teams in the four original sites in the high schools. The project will add development of design teams in five new high schools and at Black Hawk Community College. Specific programs will be identified and development will be continued or initiated.

Final Products

Ten copies of the final report are delivered to ISBE/DAVTE. Included in that report are the articulation agreements which have been completed between the Tri-County VoTech Region, the Quad-City VoTech Region and Black Hawk College.

TECH PREP

ILLINOIS STATE BOARD OF EDUCATION
100 North First Street, Springfield, Illinois 62777-0001

Thomas Lay Burroughs, *Chairman*
Robert Leininger, *State Superintendent*

Tech Prep: The Quad-City/Tri-County (QC/TCVR) and Black Hawk College (BHC) have been selected as one of seventeen sites in Illinois to be awarded a Tech Prep grant for developing a Tech Prep curriculum over the next three years. Tech Prep is an educational program which integrates college preparatory course work with a rigorous technical education concentration. It is a planned sequence of courses, both academic and technical that begins at the 9th grade and is articulated with post-secondary experience. This program will target those students interested in technical careers which require additional training beyond high school level. It is especially designed for the middle 50 per cent of the student body that Dale Parnell identified as the "neglected majority" in his book The Neglected Majority. His position was that we address the needs of those students desiring a sound general college preparation and those students needing special services, but that we do not adequately provided for the needs for those middle students who will make up the work force in the technical careers of the future. Tech Prep programs address the needs of those students.

Our site is unique throughout the state as the only site with a coordinator from business and industry. John Deere Harvester Works, through their educational partnership has loaned a Deere executive to direct the project. Gordon Kinkead, a former science teacher and thirteen year employee of John Deere was named the Tech/Prep Coordinator. He will be working closely with the two regions, Black Hawk College and the test sites.

Four sites have agreed to serve as test sites for this innovative curriculum. They are Kewanee High School, Moline High School, Rock Island High School and United Township High School. Development committees have been selected at each site composed of academic teachers, vocational teachers, counselors and administrators.

The Core Planning Team is composed of members from each of the local test sites, the regions, BHC, Western Illinois University (WIU) and business and industry. The team will serve as the coordinating advisory council for the project. The business and industry representatives on the team met November 2, 1990 to identify the skills students need for technical careers. Local teams will continue planning for implementation for this unique program to prepare students for technical careers.

TECH-PREP ORGANIZATIONAL KICK-OFF MEETING

August 21, 1990
10:00 a.m.-12:00 p.m.
UTHS Board Room
AGENDA

I. Orientation to TECH-PREP/Review of grant

A. History of TECH-PREP	Richard Hoffstrand
B. Partnerships-Educational Perspective	Craig Whitlock
B. Partnerships-Industry Perspective	Dick Kleine
D. TECH-PREP grant overview	Karen Johnson

II. Employment of coordinator - update

III. Establishment of Core Planning Team

A. Responsibilities
B. Membership selection - suggestions for participants
   1. Employers
   2. Instructors - Vocational
   3. Instructors - Academic
   4. Counselors
   5. Administrators - BHC
   6. Administrators - High Schools
   7. ESR's
   8. Local field test site representatives
   9. WIU representative

IV. Selection of field test sites - discussion

A. Criteria
B. Selection process

V. Establishment of local Tech Prep development teams - discussion

A. Selection criteria
B. Process for implementation
C. Membership
   1. administrators
   2. instructors - vocational
   3. instructors - academic
   4. guidance personnel

5. post secondary instructors

VI. Business/industry involvement – discussion

A. Types of involvement
B. Development process
C. Student competencies for entry into business/industry

VII. TECH-PREP inservice needs – generate ideas

A. Assessment of needs
B. Topics to address
B. Locations
C. Presenters

VII. Business/industry involvement – generate ideas

A. Types of involvement
B. Development process
C. Student competencies for entry into business/industry

H. Additional needs/concerns

Participants: Richard Hoffstrand, Facilitator
Bill Heitman, Quad-City Vocational Region
Bill Owen, Tri-Coundy Vocational Region
Craig Whitlock, Fiscal agent
Chuck Warthen, Black Hawk College East Campus
Art Pitz, Black Hawk College
Kerry Kerber, Western Illinois University
Dick Kleine, John Deere Harvester
Mike Hanlin, Quad-City Vocational Region
Karen Johnson, Tri-County Vocational Region

1275 42nd Avenue
East Moline, IL 61244
August 10, 1990

Kerry Kerber
Rock Island Regional Undergraduate Center WIU
Black Hawk College
6600 34th Avenue
Moline, IL 61265

Dear Mr. Kerber:

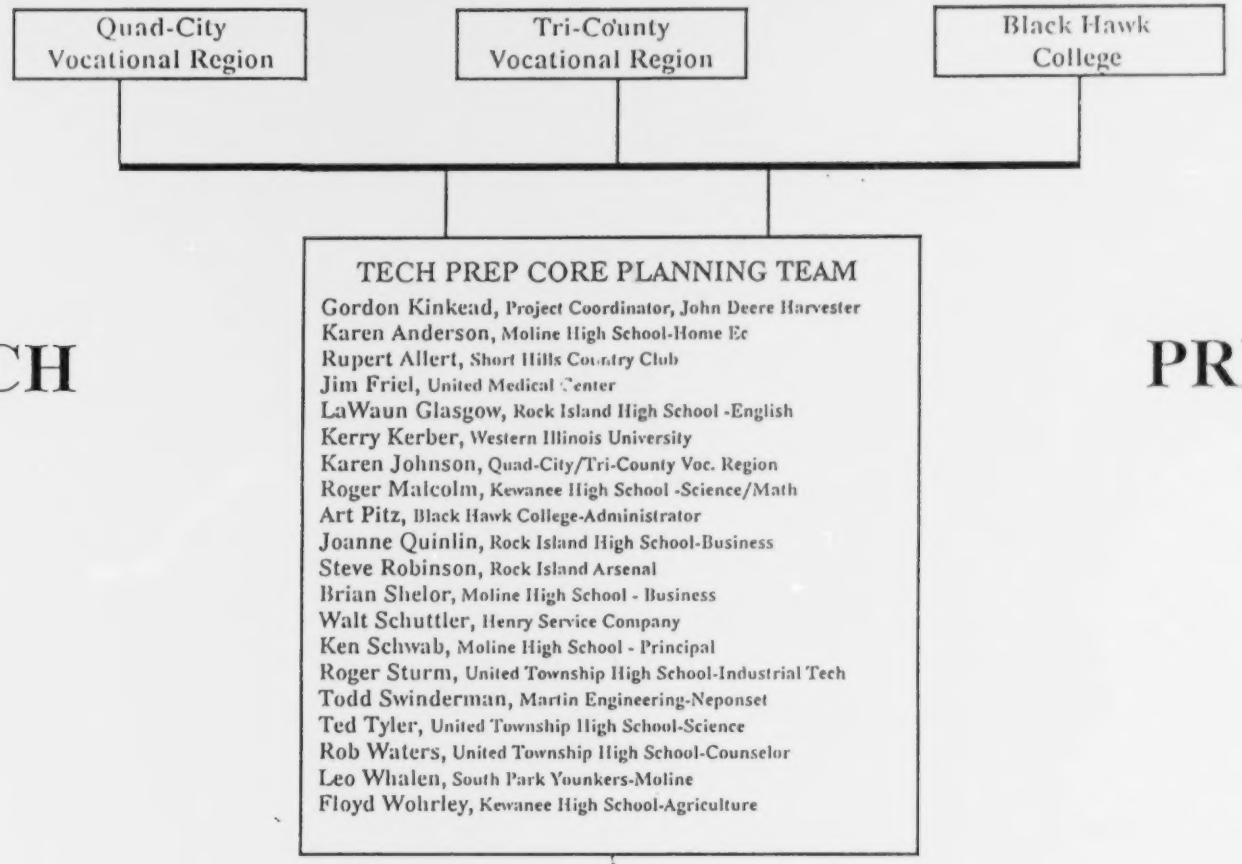
The grant proposal jointly submitted by Black Hawk College and the Quad-City and Tri-County Vocational Regions has received final approval for the Tech-Prep Grant. This grant is to develop an exemplary TECH-PREP program which will strengthen the technical and academic skills needed in business and industry today. The Tech-Prep grant will focus on expanding opportunities for students to gain the academic course work required for higher education and the skills and attitudes needed in technological careers.

Thank you for agreeing to participate in the organizational kick-off meeting on August 21, 1990 at 10:00 a.m.-12:00 p.m. in the United Township High School Board Room located in the Administrative Center. An agenda for the meeting and a copy of the grant proposal is included.

We will see you on the 21st and look forward to your participation in the meeting.

Very sincerely,

Karen E. Johnson
Director



Appendix A-2

BEST COPY AVAILABLE

TECH PREP DEGREE
CORE PLANNING TEAM

Rupert Allert
Executive Chef
Short Hills Country Club
1812 24 Ave
Moline, IL 61265
755-0618 Work
762-3046 Home

Karen Anderson
Home Economics Instructor
%Moline High School
3600 23 Ave
Moline, IL 61265
757-3545

LaWaun Glasgow
English Instructor
%Rock Island High School
1400 25 Ave
Rock Island, IL 61201
793-5950

Pat Hays
Personnel Administrator
The Rock Island Bank
PO Box 4870
Rock Island, IL 61201
794-1120

Kerry Kerber
Director Rock Island
Regional Undergraduate Center
Western IL University
6502 34 Ave
Moline, IL 61265
796-1311 ext 4161

Gordon Kinkead
Training Coordinator
John Deere Harvester Works
1100 13 Ave
East Moline, IL 61244
765-6626

Roger Malcolm
Math-Science Instructor
%Kewanee High School
1102 E 3rd St
Kewanee, Il 61433
853-3328

Art Pitz
Ass't. to the Vice Chancellor
%Blackhawk College
6600 34 Ave
Moline, IL 61265
796-1311 ext 1402

Joanne Quinlin
Business Instructor
%Rock Island High School
1400 23 Ave
Rock Island, IL 61201
793-5950

Steve Robinson
Chief Scientist
Rock Island Arsenal
SMCRI - SEM
Rock Island, Il 61201
782-7864

Walt Schuttler
General Manager
Henry Service Company
PO Box 79
Cambridge, IL 61238
937-3369 Work
932-3003 Home

Ken Schwab
Principal
%Moline High School
3600 23 Ave
Moline, IL 61265
757-3545

JoEllen Sharer
Adm. Dir. Ed. Programs
United Medical Center
501 10 Ave
Moline, IL 61265
757-2611

Brian Shelor
Business Instructor
%Moline High School
3600 23 Ave
Moline, IL 61265
757-3545

Todd Swinderman
Martin Engineering
U.S. Rt 34
Neponset, IL 61345
1-800-544-2947

Ted Tyler
Science Instructor
%UTHS
1275 42 Ave
East Moline, IL 61244
752-1633

Gabe Verstraete
Tech Prep Coordinator
%UTHS
1275 42 Ave
East Moline, IL 61244
752-1675

Rob Waters
Counselor
%UTHS
1275 42 Ave
East Moline, IL 61244
752-1642

Leo Whalen
General Manager
Southpark Younkers
4500 16 St
Moline, IL 61265
797-0560

Floyd Wohrley
Dir. of Voc. Education
Agriculture Instructor
%Kewanee High School
1102 E 3rd Street
Kewanee, IL 61443
853-3328

TECH PREP DEGREE
Local Design Teams

Kewanee High School Local Design Team
1101 East Third St
Kewanee, IL 61443
853-3328

*Roger Malcolm	Math-Science	Facilitator
Roger Wallace	Math	
Dennis Arnold	Science	
Phil Williams	English	
*Floyd Wohrley	Agriculture	
Shirley Shafer	Home Economics	
Pat Sullens	Health	
Steve Morrison	Industrial Tech	
Jim VanHootegem	Business	
Ford Brown	Counselor	
Marvin Damron	Administrator	
Gary Phieffer	BHC Agriculture	
Ed Rebner	BHC Mechanic Power	

Moline High School Local Design Team
3600 23 Avenue
Moline, IL 61265
757-3545

*Brian Schelor	Business	Facilitator
*Karen Anderson	Home Economic	
Cedric Salisbury	Industrial Tech	
Wes Johnson	Science	
*Karen Techlin	English	
Nancy McManus	Math	
Joe Wasson	Counselor	
*Ken Schwab	Administrator	
Tom Acuff	BHC Mechanic Tech	
Steven Blucker	BHC Business Managment	

Rock Island High School Local Design Team
1400 25th Ave
Rock Island, IL 61201
793-5950

*Joanne Quinlon	Business	Facilitator
Burt Wymore	Industrial Tech	
*Ellen Pohlman	Home Economics	
*LaWaun Glasgow	English	
Frank Ryner	Math	
Janet Moline	Science	
Ron Janssen	Counselor	
Clara Jenkins	Administrator	
Robert Hammel	BHC Accounting	
Don Schnauber	BHC CAD	

United Township High School Local Design Team
1275 42 Avenue
East Moline, IL 61244
752-1633

		Facilitator
Sharon Jorandby	Home Economics	
Carl Killam	Business	
Jim Smith	English	
Lorianne Eis	Math	
*Ted Tyler	Science	
*Rob Watters	Counselor	
Gordon Cornelius	Administrator	
Larry Raash	BHC Office & Secretary	
Wayne Marshall	BHC Electronics	

*Core Group Planning Team Member

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THE TECH PREP INITIATIVE

DACUM MATRIX OF OCCUPATIONAL COMPETENCIES

DEFINITION: The Tech Prep Initiative is an educational program that integrates academic and career training to prepare individuals to continue their education or to enter job market to further develop technical skills.

DUTIES	TASKS									
A. POSSESS BASIC ACADEMIC SKILLS/COMPETENCIES	A1. View Math, Sc., Rding, Writing, Grammar & Hum Strds for Occup.	A2. Possess Additional Academic Basics for Career Paths	A3. Knowledge of Basic Theories and Skills for Career Choice	A4. Ability to Think Critically and Solve Problems	A5. Ability to Apply Academic Skills to Work Situations					
B. POSSESS PERSONAL AND INTERPERSONAL SKILLS	B1. Possess Self-Awareness and Self-Improvement Strategies	B2. Possess Appropriate Social Behavior for Business Settings	B3. Possess Formal/ Informal Communication Skills	B4. Possess Indiv. Work Ethics for Accountability, Respons., Honesty, etc.	B5. Possess Basic Skills For Successful Personal Living	B6. Possess Teamwork and Leadership Skills	B7. Capable of Life-Long Learning	B8. Capable of Life-long Wellness and Physical Well-being	B9. Ability to Evaluate Quality-of-Life Factors in Career Path	
C. UNDERSTAND BASIC BUSINESS PRINCIPLES	C1. Understand Concepts of Basic Economics, Finance & Accounting	C2. Apply Basic Business Ethics	C3. Understand Basic Personnel Policies	C4. Understand Impact of Basic Company Policies	C5. Understand Basic Business, Safety and Environmental Law	C6. Possess Basic Management Skills				
D. DEVELOP WORKPLACE SKILLS	D1. Possess Keyboarding Skills	D2. Possess Inter-active Computer Skills	D3. Capable of Time-Management	D4. Understand Customer-Oriented Service	D5. Capable of Critical Thinking and Decision Making	D6. Capacle of Group Problem-Solving	D7. Understand Quality Concepts	D8. Apply Concepts of Precision & Applied Measurement	D9. Understand Basic Employer/Employee Responsibilities	D10. Understand Concepts of Safety & Environment Responsibility
E. REALISTIC UNDER STANDING OF CAREER OPPORTUNITIES & DEVELOPMENT	E1. Access to Internal & External Career Counseling/Mentoring	E2. Capacle of Interaction with Workers at all Levels	E3. Aware of Company & Organizational Cultures	E4. Aware of Different Work Environments	E5. Realistic Expectations for Job Satisfaction	E6. Awareness of Career Path/ Salaries	E7. Possess Skills to Adapt to a Changing Work Force/Environment	E8. Access to Current Trade-related Periodicals/Materials		

Duties and Tasks Given as Learning Outcomes of Students

DACUM MATRIX OF SKILLS - TECH PREP INITIATIVE

KNOWLEDGE

1. Knowledge of International Culture & Market Place
2. Knowledge of Community Resources
3. Knowledge of Benefit Program
4. Practical Knowledge of Work-based Experiences
5. Knowledge of Trends in Industry and Business

ATTITUDE

Orientation Toward an International Culture
Willing to Learn
Sense of Humor
Life-long Learning
Cooperativeness
Flexibility
Common-sense
Risktaking
Accountability
Pride in Work
Loyalty
Achieving More than Minimum
Dedication and Commitment

EQUIPMENT/FACILITIES LIST

Calculators
IBM and Macintosh Computers
Keyboards
Telecommunication System Program
Transportation Equipment Textbooks
Reference Library
Videotape Library
Facilities for Clubs, Labs, Basic Classrooms

Mark below how extensively you teach or use each of the below skills/concepts using the following number scale.
(3 or 2 or 1 or 0)
Covered extensively-3; Moderate coverage-2; Covered a little-1; Not taught or used-0;

Appendix A-4
Teachers Name

TECH PREP INITIATIVE

Kewanee High School

PLEASE MARK HERE: Name of subjects you teach →							
A1-Meet Math, Sci., Rding, Writing, Grammar & Hum Stds for Occup.							
A2-Possess Additional Academic Basics for Career Paths							
A3-Knowledge of Basic Theories and Skills for Career Choice							
A4-Ability to Think Critically and Solve Problems							
A5-Ability to Apply Academic Skills to Work Situations							
B1-Possess Self Awareness and Self-Improvement Strategies							
B2-Possess Appropriate Social Behavior for Bus. Settings							
B3-Possess Formal/Informal Communication Skills							
B4-Poss. Indiv. Work Ethics for Accountability, Honesty, etc.							
B5-Possess Basic Skills for Successful Living							
B6-Possess Teamwork and Leadership Skills							
B7-Capable of Life-long Learning							
B8-Capable of Life-long Wellness and Physical Well Being							
B9-Ability to Evaluate Quality-of-Life Factors in Car. Path							
C1-Understand Concepts of Basic Economics, Finance & Account.							
C2-Apply Basic Business Ethics							
C3-Understand Basic Personnel Policies							
C4-Understand Impact of Basic Company Policies							

Mark below how extensively you teach or use each of the below skills/concepts using the following number scale. (3 or 2 or 1 or 0)
Covered extensively-3; Moderate coverage-2; Covered a little-1; Not taught or used-0;

Teachers Name _____

PLEASE MARK HERE: Name of subjects you teach →							
C5-Understand Basic Business, Safety and Environmental Law							
C6-Possess Basic Management Skills							
D1-Possess Keyboarding Skills							
D2-Possess Interactive Computer Skills							
D3-Capable of Time Management							
D4-Understand Customer-Orientated Service							
D5-Capable of Critical Thinking and Decision Making							
D6-Capable of Group Problem Solving							
D7-Understand Quality Concepts							
D8-Apply Concepts of Precision and Applied Measurement							
D9-Understand Basic Employer/ Employee Responsibilities							
D10-Understand Concept of Safety & Environmental Responsib.							
E1-Access to Internal & External Career Counseling/Mentoring							
E2-Capable of Interaction with Workers at all Levels							
E3-Aware of Company and Organizational Cultures							
E4-Aware of Different Work Environments							
E5-Realistic Expectations for Job Satisfaction							

Mark below how extensively you teach or use each of the below skills/concepts using the following number scale.
(3 or 2 or 1 or 0)
Covered extensively-3;Moderate coverage-2;Covered a little-1;
Not taught or used-0;

Teachers Name _____

PLEASE MARK HERE: Name of subjects you teach →							
E6-Awareness of Career/Path Salaries							
E7-Possess Skills to Adapt to a Changing Work Force/Environ.							
E8-Access to Current Trade-Related Periodicals/Materials							

TECHPREP/ecb2

TECH PREP

UNITED TOWNSHIP HIGH SCHOOL

Tech Prep Director - Karen Johnson Project Coordinator - Gordon Kinkead
Development Committee Chair - Roger Sturm
Members include: Gordon Cornelius, UTHS Principal; Jim Smith, Division Chair; Loryann Eis, Division Chair; Carl Killam, Business Education; Sharon Jorandby, Home Economics; Gabe Verstraete, Industrial Education; Ted Tyler, Science; and Rob Waters, Counselor; Kerry Kerber, Western Illinois University

---

Curriculum Review Instructions

1. Please list all coures in your department on this summary sheet that you feel we should be reviewing with regard to meeting at least some of the skills listed on the Dacum sheet.
2. Mark the similarly numbered columns on each of the three attached pages.
3. Ask a teacher in each of the indicated classes to check all of the skills which are included to be covered and developed.
4. Tally the checks in the individual columns and place those totals in the "Totals" column on this summary sheet.

CURRICULUM REVIEW FOR THE _____ DEPARTMENT

	Course Number	Course Name	Check Tally
1.			
2.			
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15			

TECH PREP

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
A1-Meet Math,Sci.,Rding,Writing, Grammar & Hum Stds for Occup.																				
A2-Possess Additional Academic Basics for Career Paths																				
A3-Knowledge of Basic Theories and Skills for Career Choice																				
A4-Ability to Think Critically and Solve Problems																				
A5-Ability to Apply Academic Skills to Work Situations																				
B1-Possess Self Awareness and Self-Improvement Strategies																				
B2-Possess Appropriate Social Behavior for Bus. Settings																				
B3-Possess Formal/Informal Communication Skills																				
B4-Poss.Indiv. Work Ethics for Accountability, Honesty, etc.																				
B5-Possess Basic Skills for Successful Living																				
B6-Possess Teamwork and Leader-ship Skills																				
B7-Capable of Life-long Learning																				
B8-Capable of Life-long Wellness and Physical Well Being																				
B9-Ability to Evaluate Quality-of-Life Factors in Car. Path																				
C1-Understand Concepts of Basic Economics, Finance & Account.																				
C2-Apply Basic Business Ethics																				
C3-Understand Basic Personnel Policies																				
C4-Understand Impact of Basic Company Policies																				

TECH PREP

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
C5-Understand Basic Business, Safety and Environmental Law																				
C6-Possess Basic Management Skills																				
D1-Possess Keyboarding Skills																				
D2-Possess Interactive Computer Skills																				
D3-Capable of Time Management																				
D4-Understand Customer-Oriented Service																				
D5-Capable of Critical Thinking and Decision Making																				
D6-Capable of Group Problem Solving																				
D7-Understand Quality Concepts																				
D8-Apply Concepts of Precision and Applied Measurement																				
D9-Understand Basic Employer/ Employee Responsibilities																				
D10-Understand Concept of Safety & Environmental Responsib.																				
E1-Access to Internal & External Career Counseling/Mentoring																				
E2-Capable of Interaction with Workers at all Levels																				
E3-Aware of Company and Organizational Cultures																				
E4-Aware of Different Work Environments																				
E5-Realistic Expectations for Job Satisfaction																				

TECH PREP

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
E6-Awareness of Career/Path Salaries																				
E7-Possess Skills to Adapt to a Changing Work Force/Environ.																				
E8-Access to Current Trade-Related Periodicals/Materials																				

TECHPREP/ecb2

TECH PREP Curriculum Projects
sponsored by
John Deere Harvester Works

John Deere Harvester Works has been heavily involved in the Tech Prep Degree Program in the QC/TC VR since its inception. Their support and commitment to this educational reform has been expressed in various activities. John Deere Harvester Works is offering financial assistance for curriculum development projects to assist in the implementation of the Tech Prep Degree Project.

As an original planning site, you are eligible to submit a proposed activity for funding. Please submit the following information:

1. Provide a narrative description of the proposed curriculum activity, course titles, type of development.

2. Indicate personnel involved, number involved and what each will do.

3. List budget requested to support the project. Costs of resource materials, if needed, and amounts of stipend.

4. Note timelines for project activities. When to be started and when to be completed.

5. Describe projected outcomes of this curriculum development project.

QUAD-CITY
TRI-COUNTY
VOCATIONAL REGIONS
1275 42nd Avenue ▪ East Moline, IL ▪ 61244-4100
(309)752-1691

"Educating for Employment in Illinois"

Aledo
School District 201

Annawan
School District 226

Bradford
School District 1

Cambridge
School District 227

Galva
School District 224

Geneseo
School District 228

Kewanee
School District 229

Moline
School District 40

Neponset
School District 307

Orion
School District 223

Riverdale
School District 100

Rock Island
School District 41

Rockridge
School District 300

Sherrard
School District 200

Toulon-LaFayette
School District 2

United Township High
School District 30

Westmer
School District 203

Wethersfield
School District 230

Wyoming
School District 71

UT Area Vocational Center

Black Hawk College
District 503

Dear

First, let me thank you ahead of time for your interest and concern in the educational development of our youth. Your participation in the process of Tech/Prep, as a member of the Core Planning Committee, is an investment in the future of, not only students, but also those areas of interest that each of you represent.

We are planning an introduction to Tech/Prep and to each other on Tuesday, 23 October '90, at Blackhawk College in Moline. The evening will start at 5:30. Dinner will be served at 6:00. After dinner, Tri-County Vocational Director Karen Johnson and Instructional Materials Coordinator Judy Warthen, will introduce the Tech/Prep concept and your role in its development.

I will look forward to meeting you on the 23rd of October. A map of the college is included with this invitation for your convenience in locating our meeting place. If you have any questions, please call me at 765-6626.

Sincerely,

Gordon

Gordon Kinkead
Tech/Prep Project Coordinator

Enclosures
Tech Prep
Map

TECH PREP
Local Design Team Lead Teachers

Rock Island High School
March 22, 1991

1. **Tech Prep profile:** What will a full-blown Tech Prep program look like in one year, five years, ten years?

2. **Progress report:** Curriculum analysis matrix

3. **Use of matrix data:** How can this data be assembled and used?

4. **Teambuilding status:** What is the status of local design teams?

5. **Questions, frustrations, and concerns:**

6. **Implementation:** What are the essential checkpoints, calendaring, and timelines?

7. **Inservice possibilities and needs:**
   Summer internships
   Inservice 4/19 and 5/10

8. **Expenditures of grant monies:**
   Local needs - planning FY 91
   Implementation FY 92

9. **Development of continuation grant:** Planning committee

Tech Prep Lead Teachers Meeting

AGENDA
United Township High School
February 8, 1991
10:00 a.m.

1. Daacum - worker competencies - Gordon
2. Discussion and clarification of worker competencies
3. Curriculum Analysis - charting of existing courses
4. Inservice opportunities - local teams and lead teacher
5. Summer project - $10,000
   curriculum development
   applied curriculum materials
   field trips
   VIP experiences - teachers write for them
6. Developmental steps/tasks for local teams
7. Establish timelines for local development teams
8. Distribute stickers
9. Establish regular meetings

Local Design Team
Moline High School

Appendix A-8

Illinois Tech Prep

Orientation Meeting

November 20, 1990

AGENDA

Introduction of Local Plan Team	Brian Shelor
Orientation to Tech Prep Concept	Karen Johnson
Business Partnerships and Impact of Tech Prep	Gordon Kinkead
Discussion of goals and timeframe for Moline High School's Tech Prep Program	Brian Shelor

Moline High School

Illinois Tech Prep

Local Planning Team Meeting

December 6, 1990

AGENDA

Evaluation of current curriculum	Team Members
Need for Tech Prep at Moline High School	Brian Shelor
Different alternatives of Implementation (from different readings of team members)	Team Members
Update on Regional Tech Prep Plan	Brian Shelor

Moline High School

Illinois Tech Prep

Local Planning Team Meeting

January 24, 1990

AGENDA

Update Regional Tech Prep Plan	Brian Shelor
Discussion of Business and Industry Input for Local Plan	Team Members
Outside Tech Prep Meeting Dates	Brian Shelor

Moline High School

Illinois Tech Prep

Local Planning Team Meeting

March 20, 1991

AGENDA

Update Regional Tech Prep Plan	Brian Shelor
Matrix of Course Offerings and Regional Tech Prep Dacum	Team Members
Video Tape Presentation of Tech Prep	State of Illinois
Discussion of our role in Tech Prep Initiative	Team Members

Moline High School

Illinois Tech Prep

Local Planning Team Meeting

April 17, 1991

AGENDA

Update Regional Tech Prep Plan	Brian Shelor
Review of Regional Tech Prep Dacum and Current Course Offerings	Team Members
Possible Requests for Tech Prep Money.	Team Members
Outside Tech Prep Meetings	Brian Shelor
Future of Tech Prep at Moline	Brian Shelor/Ken Schwab

Appendix A-8

U. T. H. S.

VOCATIONAL/CAREER DIVISION
Home Economics Business Industrial Education

Roger Sturm - Chairman

Local Design Team

11/9/90

TO: ALL MEMBERS OF THE UTHS TECH/PREP COMMITTEE

RE: INSERVICE MEETING

Tech/Prep Project Coordinator Gordon Kincade has requested a meeting date for inservicing the UTHS committee. This meeting will be held on November 27 at 2:45 in the UT Board room of the Administrative Center and will last about 1 1/2 hours.

For your information, the members of this committee include Gordon Cornelius, Carl Killam, Sharon Jorandby, Gabe Verstraete, Loryann Eis, Ted Tyler, Jim Smith, Rob Watters, and myself.

This meeting should be very valuable in establishing a common mind set for the task ahead. Please try to attend.

Thank You

Copies

Gordon Kincade
Craig Whitlock
Karen Johnson

TECH PREP

Local Design Team

UNITED TOWNSHIP HIGH SCHOOL

TECH PREP COMMITTEE

Tech Prep Director - Karen Johnson Project Coordinator - Gordon Kinkead
Development Committee Chair - Roger Sturm
Members include: Gordon Cornelius, UTHS Principal; Jim Smith, Division Chair; Loryann Eis, Division Chair; Carl Killam, Business Education; Sharon Jorandby, Home Economics; Gabe Verstraete, Industrial Education; Ted Tyler, Science; and Rob Waters, Counselor; Kerry Kerber, Western Illinois University

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The next scheduled meeting of our committee, newly named the LOCAL DESIGN TEAM, will be held on February 27th at 1:00 PM in the UTHS Board room. This meeting will be to review the Dacum Matrix Of Skills as established by the core planning group and to discuss our technique for reviewing how our local curriculum is presently meeting these needs. This step is critical as a first step in selecting courses which already meet our needs as they stand. It will also target classes which may easily be included in our Tech Prep curriculum sequence with minimal modification, as well as show areas when probable curricular changes, in the form of additions, are needed.

Your participation in this process is essential.

Thank you,

TECH PREP

UNITED TOWNSHIP HIGH SCHOOL

TECH PREP LOCAL DESIGN TEAM

Tech Prep Director - Karen Johnson Project Coordinator - Gordon Kinkead
Development Committee Chair - Roger Sturm

Members include: Gordon Cornelius, UTHS Principal; Jim Smith, Division Chair; Loryann Eis, Division Chair; Carl Killam, Business Education; Sharon Jorandby, Home Economics; Gabe Verstraete, Industrial Education; Ted Tyler, Science; and Rob Waters, Counselor; Kerry Kerber, Western Illinois University

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2/27/91 AGENDA

I. DISTRIBUTION OF MATERIALS

II. REVIEW OF DACUM PROFILE OF IDENTIFIED SKILLS FOR TECH PREP

III. DISCUSS CURRICULUM REVIEW TECHNIQUE

IV. FUTURE IN-SERVICE CONSIDERATIONS - KAREN JOHNSON

V. CURRICULUM REVIEW DEADLINE May 18

NEXT MEETING May 20 1:30

TECH PREP

UNITED TOWNSHIP HIGH SCHOOL

Tech Prep Director - Karen Johnson Project Coordinator - Gordon Kinkead
Development Committee Chair - Roger Sturm
Members include: Gordon Cornelius, UTHS Principal; Jim Smith, Division Chair; Loryann Eis, Division Chair; Carl Killam, Business Education; Sharon Jorandby, Home Economics; Gabe Verstraete, Industrial Education; Ted Tyler, Science; and Rob Waters, Counselor; Kerry Kerber, Western Illinois University

---

Curriculum Review Instructions

1. Please list all coures in your department on this summary sheet that you feel we should be reviewing with regard to meeting at least some of the skills listed on the Dacum sheet.
2. Mark the similarly numbered columns on each of the three attached pages.
3. Ask a teacher in each of the indicated classes to check all of the skills which are included to be covered and developed.
4. Tally the checks in the individual columns and place those totals in the "Totals" column on this summary sheet.

CURRICULUM REVIEW FOR THE _____ DEPARTMENT

	Course Number	Course Name	Check Tally
1.			
2.			
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a course objective

TECH PREP

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
A1-Meet Math,Sci.,Rding,Writing, Grammar & Hum Stds for Occup.																				
A2-Possess Additional Academic Basics for Career Paths																				
A3-Knowledge of Basic Theories and Skills for Career Choice																				
A4-Ability to Think Critically and Solve Problems																				
A5-Ability to Apply Academic Skills to Work Situations																				
B1-Possess Self Awareness and Self-Improvement Strategies																				
B2-Possess Appropriate Social Behavior for Bus. Settings																				
B3-Possess Formal/Informal Communication Skills																				
B4-Poss.Indiv. Work Ethics for Accountability, Honesty, etc.																				
B5-Possess Basic Skills for Successful Living																				
B6-Possess Teamwork and Leadership Skills																				
B7-Capable of Life-long Learning																				
B8-Capable of Life-long Wellness and Physical Well Being																				
B9-Ability to Evaluate Quality-of-Life Factors in Car. Path																				
C1-Understand Concepts of Basic Economics, Finance & Account.																				
C2-Apply Basic Business Ethics																				
C3-Understand Basic Personnel Policies																				
C4-Understand Impact of Basic Company Policies																				

TECH PREP

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
C5-Understand Basic Business, Safety and Environmental Law																				
C6-Possess Basic Management Skills																				
D1-Possess Keyboarding Skills																				
D2-Possess Interactive Computer Skills																				
D3-Capable of Time Management																				
D4-Understand Customer-Orientated Service																				
D5-Capable of Critical Thinking and Decision Making																				
D6-Capable of Group Problem Solving																				
D7-Understand Quality Concepts																				
D8-Apply Concepts of Precision and Applied Measurement																				
D9-Understand Basic Employer/ Employee Responsibilities																				
D10-Understand Concept of Safety & Environmental Responsib.																				
E1-Access to Internal & External Career Counseling/Mentoring																				
E2-Capable of Interaction with Workers at all Levels																				
E3-Aware of Company and Organizational Cultures																				
E4-Aware of Different Work Environments																				
E5-Realistic Expectations for Job Satisfaction																				

TECH PREP

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
E6-Awareness of Career/Path Salaries																				
E7-Possess Skills to Adapt to a Changing Work Force/Environ.																				
E8-Access to Current Trade-Related Periodicals/Materials																				

TECHPREP/ecb2

TECH PREP

UNITED TOWNSHIP HIGH SCHOOL

TECH PREP LOCAL DESIGN TEAM

Tech Prep Director - Karen Johnson Project Coordinator - Gordon Kinkead
Development Committee Chair - Roger Sturm
Members include: Gordon Cornelius, UTHS Principal; Jim Smith, Division Chair; Loryann Eis, Division Chair; Carl Killam, Business Education; Sharon Jorandby, Home Economics; Gabe Verstraete, Industrial Education; Ted Tyler, Science; and Rob Waters, Counselor; Kerry Kerber, Western Illinois University

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AGENDA

Local Design Team - April 4 Meeting

1. Curriculum Review Process

2. U.T. In-Service
   April 19 - Ilene Dallenberg
   Coordinator of Academic and Technical Programs
   Louisville, Ky
   May 10 --- Myrtle Stogner
   Tech Prep Leadership Development Center
   Richmond Community College, NC
   12:00 - 12:45 1:00 - 1:45 2:00 - 2:45
   Special Dinner Session on May 9th

3. Principles of Tech Prep

4. Tech Prep (Four Models)

5. Graduation and Admission Requirements (information only)

6. Others

7. Adjourn to next meeting on _____

SOME COMMON PRINCIPLES OF TECH PREP PROGRAMS

1. Provides for a planned sequence of academic and technical courses beginning at the 9th grade and articulated to a postsecondary experience leading to an associate degree or certification in a specific career field. Consists of, at a minimum, the 2 years of secondary school preceding graduation and 2 years of higher education, or an apprenticeship program of at least 2 years following secondary instruction, with a common core of required proficiency in mathematics, science, communications, social sciences and technologies.

2. Integrates college preparatory content with a rigorous concentration on technical education.

3. Provides for instructors, working together, to determine the curriculum. Instructors work with business/industry representatives to determine technical skills, math skills, communication skills, social science skills and science skills needed in each of the Tech Prep programs.

4. Integrates computer technology throughout the curriculum.

5. Approximates the real world.

6. Provides students with relevant learning activities.

7. Increases students' achievement in math, science, social science and communication.

8. Prepares students to meet private-sector performance standards in targeted occupations (not only for entry-level jobs, but also for career advancement).

9. Prepares students for a lifetime of learning and for advanced education such as a 4-year baccalaureate degree.

10. Provides incentives from business and industry to make Tech Prep attractive to students. (i.e., priority hiring, internships, scholarships)

11. Includes inservice training for teachers to effectively implement Tech Prep education curricula.

12. Includes training programs for counselors to more effectively ensure that students successfully complete such programs and ensure that students are placed in appropriate employment.

13. Provides equal access to the full range of technical preparation programs to individuals who are members of special populations, including the development of Tech Prep education program services appropriate to the needs of such individuals.

14. Provides for preparatory services which assist all participants in such programs.

15. Provides students with a record of competencies attained in a Tech Prep program.

16. Provides students with the knowledge and skills for a challenging, good-paying career.

H. R. 22

THE TECH-PREP EDUCATION ACT

From the Congressional Record; May 9, 1989
Congressman Ford, Michigan

" ...Tech-prep Education will provide technical education beyond high school and combine occupational and academic learning so that students will have the capacity to grow and change in the workplace... ."

Sec. 347. DEFINITIONS

"For purposes of this part:

"(1) The term 'articulation agreement' means a commitment to a program designed to provide students with a nonduplicative sequence of progressive achievement leading to competencies in a tech-prep education program.

"(2) The term 'tech-prep education program' means a combined secondary and postsecondary program which—

"(A) leads to an associate degree or 2-year certificate;

"(B) provides technical preparation in at least 1 field of engineering technology, applied science, or mechanical, industrial, or practical art or trade;

"(C) provides competence in mathematics, science, and communications (including through applied academics); and

"(D) leads to placement in employment."

TECH PREP PROGRAM SAMPLE

Attached is an example of a Tech Prep Program in:

Industrial Occupations

Many regions have asked for ideas in focusing on an end product with regard to the development of Tech Prep programs. This sample copy of a Tech Prep program was developed to stimulate thinking, not necessarily to be a replication model. This sample may not necessarily fit the needs of a system, however, it represents what other regions of the state might consider in developing Tech Prep programs. It is conceivable that this Tech Prep program might have several different configurations as it is developed throughout the state.

It should be noted that this Tech Prep program example depicts a total educational program (9-14) showing the integration of vocational and academic courses. Local district graduation requirements, state graduation requirements and community college entrance requirements will influence the various Tech Prep program sequences being developed throughout the state of Illinois.

EXAMPLE

ELECTRONICS (TELECOMMUNICATIONS MAJOR)

	SECONDARY				POSTSECONDARY	
SUBJECT	9th	10th	11th	12th	1st Year	2nd Year
ENGLISH	English I	English II	English III	Applied Communi-cations	Technical Communi-cations I & II	
MATH	Applied Math I	Applied Math II	Geometry	Advanced Algebra	Trigono-metry	Calculus or Statistics
SCIENCE	Biology	Applied Biology/ Chemistry	Principles of Technology I	Principles of Tech. II or Physics	Physics for Technicians	
SOCIAL SCIENCE	Geography	History	Government	Consumer Ed.		Interpersonal/ Industrial Relations
OTHER	Health Ed. P. E.	Driver Ed. P. E.	P. E.	P. E.		Economics in Technology
TECHNICAL EMPHASIS	Illinois Plan for Ind. Tech.	Illinois Plan for Ind. Tech.	Electronics (DC/AC Circuits - Circuit Analysis)	Technical Graphics Adv. Elect (Fab. & Testing,	Ind Proc. (Fab.) Properties of Materials	Ind. Elect Pwr Mech & Fluid Devices Instrum. & Cnt Elective
RELATED TECHNICAL				Active Devices Linear ICS/ Analog Circuits)	Active Dev Audio (Snd/ Stereo) Dig. Dev. Comm. Cir.	Microprocessor Optoelectroncs Microwave Comm Tele. Comm.

After completion of postsecondary level instruction, some Electronic occupations would be: Telecommunications Technician, Microelectronics Technician, Broadcast Technician, Laser Electro-Optical Technician, Electromechanical Technician, Electromedical Technician, Computer Repair Technician, Electrical & Electronic Technician, and Microwave Technician.

2/11/91

4 + 2 TECH-PREP MODEL FOR ELECTRONICS (DIGITAL/COMPUTER MAJOR)

	HIGH SCHOOL				POSTSECONDARY			
SUBJECT	Freshman	Sophomore	Junior	Senior	Freshman A	Freshman B	Sophomore A	Sophomore B
MATH	Applied Math I	Applied Math II	Geometry or Elective*	Algebra II	Trigonometry	Calculus or Statistics		
ENGLISH	English I, II, III and Applied Communication (4 units)				Technical Communications			
SCIENCE	Lab Science	Principles of Technology I	Principles of Technology II		Physics for Technicians			
HUMANITIES	Geography, History, and Government (4 units)						Interpersonal/ Industrial Relations	
OTHER	Health/PE	Computer Literacy		Elective*				Economics in Technology
OTHER	Technology Education	Elective*						
TECHNICAL CORE				Technical Graphics (1/2)		Industrial Processes (Fabrication)	Industrial Electrical Power	Instrumentation and Control
TECHNICAL CORE				Electronic Fabrication & Testing (1/2)		Properties of Materials	Mechanical and Fluid Devices	Elective*
TECHNICAL SPECIALTY			DC/AC Circuits	Active Devices I	Active Devices II & Power Supplies	Linear ICs/Analog Circuits	Microprocessors	Computers/ Interfacing
TECHNICAL SPECIALTY			Circuit Analysis	Digital Devices	Electronic Controls	Digital Circuits	Computer Programming	Digital Project

* Fine Arts or Foreign Language, for example

* Introduction to Lasers, for example

1987-88

RICHMOND COUNTY SCHOOLS - RICHMOND COMMUNITY COLLEGE
TECH PREP COURSE OF STUDY

Reg. - Regular
CP - College Prep
* - Vocational

GRADE	ENGINEERING (industrial, mechanical, electrical)	HEALTH/HUMAN SERVICES	BUSINESS
9	Reg./CP English Algebra I/IA, General Math Government and Economics Health and Physical Education Physical Science/Arts Education Industrial Technology Introduction to Agriculture * Rockingham Junior Only	Reg./CP English Algebra I/IA, General Math Government and Economics Health and Physical Education Physical Science/Arts Education Living Technology	Reg./CP English Algebra I/IA, General Math Government and Economics Health and Physical Education Physical Science/Arts Education Keyboarding/Typewriting
10	Reg./CP English Algebra I/IA, IB, Geometry/Tech. Math Reg./CP Biology Principles of Technology I *Horticulture I *Drafting I *Electronics I *ITIE *Textiles I	Reg./CP English Algebra I/IA/IB, Geometry Reg./CP Biology Reg./CP Psychology/Sociology *Intro. to Health Occupations *Clothing and Textiles *Parenting and Child Development *Interior Design and Housing *Foods and Nutrition	Reg./CP English Algebra I/IA/IB, Geometry Reg./CP Biology *Computerized Accounting I *Advanced Typewriting/Word Processing *Business Math *Fashion Merchandising *Keyboarding/Typewriting *Marketing *Shorthand
11	Reg./CP English Geometry, Algebra I/IB, Tech. Math United States History - Reg./CP Principles of Technology I/II *Auto Technology I *Carpentry I *Ind. Coop. Training I *Metals Manufacturing Tech. I *Graphics I *Drafting I, II *Textiles I, II *Electronics I, II *Masonry I *Horticulture II	Reg./CP English Geometry, Algebra, I/IB United States History - Reg./CP Reg./CP Chemistry *Health Occupations I *Clothing and Textiles *Foods and Nutrition *Parenting and Child Development *Interior Design and Housing *Child Care Services I *Commercial Foods I *Home Economics Cooperative Ed. I *Cosmetology I	Reg./CP English Geometry, Algebra I/IB, Business Math United States History - Reg./CP Science Elective (If Physical Science is not taken) *Administrative Support Occupations I *Shorthand I, II *Advanced Typewriting/Word Processing *Business Communications *Business Data Processing I *Business Law *Business Math *Computerized Accounting I, II

1987-88

RICHMOND COUNTY SCHOOLS - RICHMOND COMMUNITY COLLEGE
TECH PREP COURSE OF STUDY

Reg. - Regular
CP - College Prep
* - Vocational

GRADE	ENGINEERING (industrial, mechanical, electrical)	HEALTH/HUMAN SERVICES	BUSINESS
11 continued			*Marketing *Marketing and Merchandising *Fashion Merchandising *Graphics I
12	Reg./CP English Geometry, Algebra II, Tech. Math Principles of Technology I/II *Entrepreneurship *Agriculture Cooperative Ed. *Auto Technology II *Electronics II, III *Drafting II, III *Ind. Coop. Training I, II *Metals Manufacturing Tech. II *Masonry II *Textiles II, III *Graphics II *Carpentry II	Reg./CP English Geometry, Algebra II Anatomy and Physiology *Entrepreneurship *Health Occupations II *Clothing and Textiles *Foods and Nutrition *Interior Design and Housing *Parenting and Child Development *Child Care Services II *Commercial Foods II *Cosmetology II	Reg./CP English Geometry, Algebra II, Business Math *Entrepreneurship *Administrative Support Occupations I, II *Advanced Typewriting/Word Processing *Business Communications *Business Data Processing I, II *Business Law *Business Math *Computerized Accounting I, II *Fashion Merchandising *Marketing and Merchandising *Marketing Merchandising and Management *Shorthand I, II *Graphics II
13	Architectural Drafting Electrical Installation and Maintenance Industrial Maintenance Machinist Vending Machine Maintenance Electronic Servicing	Practical Nursing Education (LPN)	General Office Technical Specialty
14	Electronic Engineering Technology Mechanical Engineering Technology	Associate Degree Nursing (RN) Human Services Technology Criminal Justice	Accounting Business Administration Business Computer Programming Executive Secretary

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The ASD/UAA PREP/TECH PROGRAM
in
HOME ECONOMICS - FASHION MERCHANDISING

People in the fashion industry design, produce, and sell clothing and accessories for men, women, and children. Some will model clothing or plan and present fashion shows. Those working for small firms may buy merchandise, stock merchandise, prepare advertising and sales promotions, sell to customers, and supervise other employees. Those who work for larger firms may specialize in one area and work as a part of a management team.

ASD home high school PREP courses in sales, marketing and advertising, business management, and accounting lead toward King Career Center instruction in wardrobe selection, history of fashion and design, textiles, modeling, salesmanship, visual merchandising, and advertising and promotion. The UAA TECH program emphasizes fashion terminology, forecasting fashion trends, clothing construction, window and interior displays, buying, selling, inventory control, and management.

The elective high school courses for this PREP/TECH program are <u>recommended</u> for providing the student with the best preparation for UAA's Certificate Program. Students may choose to exceed or differ from this plan, and may elect to use the preparation for other technical or four-year university programs. Additional coursework may be required for a degree in this field.

Grade 9	Grade 10	Grade 11	Grade 12	UAA Certificate Program
S-1	S-1	S-1	S-1	• HEFM 181 Fashion Merchandising I
English 9-1	English 10-1	Eng. Composition	English Elective	HEFM 183 Fashion History and Trends
World History	U.S. History	Pers. Fin./Econ.	U.S. Government	HEFM 187 Display/Visual Merchandising
General Math	Algebra 1	Accounting 1	Elective	HEFM 281 Fashion Merchandising II
General Science	Science Elective	Info. Processing	CC-Fashion	HEFM 295 Merchandising Field Internship
Phys. Ed.	Phys. Ed.	Bus. Princ./Mgmt.	Merchandising	HETC 121 Basic Clothing Construction
Typing 1	Sales Explor.	Elective	(3 Periods Daily)	HETC 130 Textiles
				HETC 180 Personal Profile
S-2	S-2	S-2	S-2	BA 151 Introduction to Business
English 9-2	English 10-2	English Elective	English Elective	BA 160 Salesmanship
World History	U.S. History	Soc. St. Elective	Elective	OMT 115 Business Math
G.M./Pre-Algebra	Algebra 1	Accounting 2	Elective	
General Science	Science Elective	CC-Fashion	CC-Fashion	
Phys. Ed.	Marketing Opr.	Merchandising	Merchandising	
Home Ec. I/ Clothing	Typing 2	(3 Periods Daily)	(3 Periods Daily)	

Waived with King Career Center courses

Item #11
July 10, 1990

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

FALL 1993 ADMISSION REQUIREMENTS AT PUBLIC UNIVERSITIES

During the 1989 session, the Illinois General Assembly enacted Public Act 86-0954, signed by Governor James R. Thompson in December, establishing high school course requirements for admission to public universities. This report provides information on the high school course requirements for admission that have been adopted by Illinois public universities subsequent to the passage of Public Act 86-0954.

Introduction

Public Act 86-0954, which amended the statutes of each public university governing board, contained provisions defining admission requirements, providing flexibility within these requirements, and allowing for admission of students who do not meet course requirements. The text of the statute is provided in Attachment A.

For admission to public universities, the law requires completion of at least fifteen units of high school coursework, including four units of English; three units each of mathematics, science and social studies; and two units of electives. One unit is equivalent to one year. Vocational education, foreign language, music, and art are identified in the elective category.

The statute's flexibility provision permits universities to establish admission requirements which redistribute up to three of the 15 units among the subject areas. No more than one unit each from the categories of social studies, mathematics, science, and electives may be redistributed to any of the other five categories of coursework.

The statute also permits universities to admit applicants who have not met these high school course requirements under certain circumstances. The statute provides for admission of 1) students who can demonstrate knowledge and skills substantially equivalent to those expected of students who completed a college-preparatory curriculum; 2) applicants who did not have a chance to complete a college-preparatory curriculum in high school; and 3) educationally disadvantaged applicants. For the latter two groups, institutions are required to incorporate in the applicant's baccalaureate curriculum courses or other academic activities that compensate for course deficiencies.

New Admission Requirements at Public Universities

All of the public universities that admit freshmen have revised their high school course requirements for admission to be consistent with Public Act 86-0954. The new requirements, effective for admission in fall of 1993, are summarized in Table 1 and described in greater detail in Attachment B.

The Board of Governors universities that admit freshmen adopted uniform requirements across all four institutions. The other six universities that admit freshmen students adopted individual requirements. With three exceptions, all of the public universities will require a total of 15 units of high school coursework for admission. The University of Illinois at Chicago will

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require a total of 16 units, and Southern Illinois University at Carbondale and the University of Illinois at Urbana-Champaign will require a total of 15.5 units for students entering some programs.

As required by the statute, all universities will require four units of coursework in English. Six universities will require three units in social studies and sciences and four universities will require a minimum of two units in these subject areas. Six universities will require three units of coursework in mathematics. Northern Illinois University will require a minimum of two units in mathematics but strongly recommends that students take a third year. The University of Illinois at Chicago has adopted two course patterns that will apply to students entering different types of programs and that require two or three and one-half units of mathematics respectively. Southern Illinois University and the University of Illinois at Urbana-Champaign will require three or three and one-half units of mathematics depending upon the student's university program.

The total requirements in English, social studies, mathematics and science range from ten to 13 units among the universities, allowing two to five units for electives and other requirements. The statute calls for two units of electives in foreign language, music, vocational education, or art. The flexibility provisions of the statute, however, allow redistribution of one unit from the elective category (as well as from mathematics, social studies, and science) to other categories. As shown in Table 1, there are considerable differences among the universities in the configuration of electives and other requirements.

The University of Illinois at Urbana-Champaign is the only university that has adopted a specific foreign language requirement of two years of the same language. All other universities include foreign language among the choices for meeting elective requirements along with fine arts and, in most cases, vocational education. At eight of the universities, a maximum of two units of vocational education may be accepted as meeting admission requirements. At Southern Illinois University at Edwardsville, one unit of vocational education coursework will apply to the requirements. At Northern Illinois University, up to four units of vocational education may be accepted as meeting the admission requirements.

Northern Illinois University, Southern Illinois University at Edwardsville, and the University of Illinois at Urbana-Champaign have provided specific guidelines for the types of courses that will be accepted in meeting the requirements in each subject category. These guidelines are shown in Attachment B. In addition, Southern Illinois University at Edwardsville has established a general guideline for vocational education courses that may be accepted to meet an elective requirement. The University of Illinois at Urbana-Champaign will provide "advisory notes" to guide students in selecting courses in the five subject categories.

In summary, each of the ten public universities that admit freshmen have adopted new high school course requirements for admission that are consistent with the provisions of Public Act 86-0954. These requirements will be in effect for freshmen entering these universities in the fall of 1993. The Board of Governors universities have adopted common high school course requirements across the four institutions. The patterns of high school course requirements differ among the other six universities.

Implementation of Admission Requirements

Because the patterns of high school course requirements differ among the public universities, there are special challenges in assuring that high school students are well informed of the requirements for admission and are able to make choices among public universities when they graduate from high school. This challenge is further complicated by the fact that the types of courses accepted within each subject area may differ from one university to another.

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Attachment A

TEXT OF PUBLIC ACT 86-0954

(a) Commencing in the fall of 1993, no new student shall then or thereafter be admitted to instruction in any of the departments or colleges of [the University] unless such student also has satisfactorily completed:

(1) at least 15 units of high school coursework from the following 5 categories:

(A) 4 years of English (emphasizing written and oral communications and literature);

(B) 3 years of social studies (emphasizing history and government);

(C) 3 years of mathematics (introductory through advanced algebra, geometry, trigonometry, or fundamentals of computer programming);

(D) 3 years of science (laboratory sciences); and

(E) 2 years of electives in foreign language, music, vocational education or art;

(2) except that institutions may admit individual applicants if the institution determines through assessment or through evaluation based on learning outcomes of coursework taken, including vocational education courses, that the applicant demonstrates knowledge and skills substantially equivalent to the knowledge and skills expected to be acquired in the high school courses required for admission. Institutions may also admit 1) applicants who did not have an opportunity to complete the minimum college preparatory curriculum in high school, and 2) educationally disadvantaged applicants who are admitted to the formal organized special assistance programs that are tailored to the needs of such students, providing that in either case, the institution incorporates in the applicant's baccalaureate curriculum courses or other academic activities that compensate for course deficiencies; and

(3) except that up to 3 of the 15 units of coursework required by paragraph (1) of this subsection may be distributed by deducting no more than one unit each from the categories of social studies, mathematics, sciences, and electives and completing those 3 units in any of the 5 categories of coursework described in paragraph (1).

(b) When allocating funds, local boards of education shall recognize their obligation to their students to offer the coursework required by subsection (a).

Attachment B Continued
Minimum High School Course Requirements for Admission
of Freshmen to Illinois Public Universities
Effective Fall 1993

Illinois State University		
English	4	Emphasizing written and oral communication and literature
Social Studies	2	Emphasizing history and government
Mathematics	3	Introductory through advanced algebra, geometry, trigonometry, or fundamentals of computing
Laboratory Science	2	
Foreign language and/or fine arts	2	
Electives	2	Including coursework in any two of the four categories above [excluding English] and courses in vocational education
Total	15	
Northern Illinois University		
English	4	Three years of English must be from NIU-recognized* courses emphasizing written and oral communication and literature
Social Studies	2 to 3	Two units of social studies must be from NIU-recognized* courses one of which must be U.S. history or a combination of U.S. history and government.
Mathematics	2 to 3	Two years of mathematics must be NIU-recognized* courses in college preparatory mathematics, including one year of introductory algebra and a second year of plane geometry or advanced algebra. A third year of college preparatory mathematics is strongly recommended.
Science	2 to 3	Two years of science must be from NIU-recognized* courses in the physical or biological sciences. One unit must be a laboratory science.
Foreign language art or music	1	One year of NIU-recognized* courses.
Additional Courses	3 to 4	Three to four units in the above areas as well as in vocational education.
Total	15	

Students who complete the required 15 units in college preparatory courses including two years of a foreign language, advanced mathematics, composition, literature, and at least one unit in chemistry or physics will be more likely to (a) qualify for Advanced Placement or proficiency credit and (b) complete their programs of study within the amount of time anticipated for a given baccalaureate degree from Northern Illinois University.

*Courses specified as NIU-recognized have been examined for content according to the guidelines established by NIU faculty to ensure that students have an appropriate background necessary for a college education.

Attachment B Continued
Minimum High School Course Requirements for Admission
of Freshmen to Illinois Public Universities
Effective Fall 1993

University of Illinois at Chicago

	Pattern 1*	Pattern 2*	
English	4	4	
Social Studies	2	2	One unit must be American History plus one unit of history, government, psychology, economics or geography.
Algebra	1	2	
Geometry	1	1	
Trigonometry	-	0.5	
Laboratory Sciences	2	2	Not including general science.
Electives	2	2	Foreign language, music, vocational education and/or art.
Flexible Academic Units	3	1.5	Additional English, mathematics, laboratory science, social studies, foreign language, music and/or art.
Other	1	1	
Total	16	16	

*Pattern 1: Art and Design (all programs); History of Architecture and Art; Health, Physical Education, and Recreation; and Liberal Arts and Sciences. Pattern 2: Architecture (all programs), Business Administration, and Engineering.

University of Illinois at Urbana-Champaign

English	4	Studies in language, composition, and literature requiring practice in expository writing in all such work. Coursework should emphasize reading, writing, speaking, and listening.
Social Studies	2	History and government are preferred. Additional acceptable social studies include anthropology, economics, geography, philosophy, political science, psychology, and sociology.
Mathematics	3 or 3.5	Algebra, geometry, advanced algebra, trigonometry. Typically, such courses as career/occupational mathematics, consumer mathematics, applied business mathematics, pre-algebra, and computer courses are not acceptable. 3.5 years of mathematics including trigonometry are required in the following curricula: Engineering - all curricula; Fine and Applied Arts - architectural studies; Liberal Arts and Sciences - specialized curricula in biochemistry, chemical engineering, chemistry, geology, and physics.
Laboratory Science	2	Laboratory courses in biology, chemistry, or physics are preferred. Laboratory courses in astronomy and geology are also acceptable. General science will not be acceptable.
Same Foreign Language	2	Two years of any one foreign language fulfills the requirements. Fine and Applied Arts curricula, except architectural studies, allow the substitution of two years of any combination of art, music, or foreign language.
Flexible Academic Units	2	Two courses from any of the five subject categories. Approved art, music, or vocational education may be counted in the flexible academic units category. The University will provide Advisory Notes for each subject area in making course selections.
Total	15 or 15.5	

Tech Prep Lead Teachers Meeting

AGENDA
United Township High School
April 9, 1991
1:00 p.m.

1. Progress report - How are you Doing?

2. Curriculum analysis data - How progressing and using?

3. Long range visioning report

4. Implementation
   a. FY 91
   b. FY 92

5. Summer internships/activities

6. Grant money
   a. inservice
   b. curriculum work
   c. resources

TECH PREP

UNITED TOWNSHIP HIGH SCHOOL

TECH PREP LOCAL DESIGN TEAM

Tech Prep Director - Karen Johnson Project Coordinator - Gordon Kinkead
Development Committee Chair - Roger Sturm
Members include: Gordon Cornelius, UTHS Principal; Jim Smith, Division Chair; Loryann Eis, Division Chair; Carl Killam, Business Education; Sharon Jorandby, Home Economics; Gabe Verstraete, Industrial Education; Ted Tyler, Science; and Rob Waters, Counselor; Kerry Kerber, Western Illinois University

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It is necessary for me to change to date of our next Local Design Team meeting from 1:30 on May 16th to 1:30 on May 23rd. This will probably be our last meeting before summer, so attendance is very important.

An essential agenda item will be to identify and list the courses we intend to earmark as our implementation courses for the 91 - 92 school year. These should be courses which are already addressing a significant number of the skills on our Dacum listing from the Steering committee and will only need minimal curricular adjustments in their content.

I would like our implementation list to include a course from each of the represented departments of English, Mathmatics, Science, Home Economics, Business Education, and Industrial Education. Would you discuss this with the members of your respective departments, select the appropriate course, and be prepared to briefly discuss the content of the course, the grade level, and whether this will be a required course for all Tech Preppies or a course taken only by students in a particular strand.

Also a reminder of the dinner meeting with Myrtle Stogner at Deere Harvester on the evening of May 9. This should prove to be a very educational experience(much, much better that our last attempt).

Thank you

Roger Sturm

Roz

UNITED TOWNSHIP HIGH SCHOOL

TECH PREP LOCAL DESIGN TEAM

Tech Prep Director - Karen Johnson Project Coordinator - Gordon Kinkead
Development Committee Chair - Roger Sturm
Members include: Gordon Cornelius, UTHS Principal; Jim Smith, Division Chair; Loryann Eis, Division Chair; Carl Killam, Business Education; Sharon Jorandby, Home Economics; Gabe Verstraete, Industrial Education; Ted Tyler, Science; and Rob Waters, Counselor; Kerry Kerber, Western Illinois University

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AGENDA

Local Design Team - May 23 Meeting

1. Review of Second Inservice
   a. Myrtle
   b. Richmond Schools Structure
   c. Faculty comments

2. Literature Review - "The Changing Nature of Work" - Verstraete

3. Why Tech Prep ?
   Tech Prep is:

4. Course of Study Criteria

5. QC/TC VR Tech Prep Implementation Model
   a. Explaination
   b. Suggestions for revision

6. Course Selection Input (with or without revision)(required or elective)
   a. Loryann -
   b. Ted -
   c. Jim -
   d. Carl -
   e. Gabe -
   f. Sharon -

7. Summer Curriculum Projects ?

8. Jumers in June

9. Others

September 25, 1990 9/26/90

Dick Kline
John Deere Harvester
1100 - 13th Avenue
East Moline, IL 61244

Dear Dick:

I wish to express my appreciation to you and to John Deere Harvester for providing a coordinator for the Tech Prep Grant for Quad-City/Tri-County Vocational Regions and Black Hawk Community College. Your staff did an excellent job of matching the needs of the position to the qualifications of the coordinator selected. Gordon Kinkead brings valued expertise to this project from his excellent background in both industry and the educational field.

The current business/industry/education partnership you have established with the schools of our area was cited as a major strength of the grant proposal. You and your company are to be commended for your interest and support for quality educational opportunities for the youth of today.

We look forward to working together as we continue to improve the technical preparation of our future work force.

Sincerely,

Karen Johnson
Tri-County System Director

KJ/cc

John Deere Harvester and United Township High School has established an exemplary partnership to address education/industry/business partnerships and articulation.

To facilitate Tech/Prep programs in UTHS and member schools in the Quad-City/Tri-County Vocational Regions (QC/TCVR) and the Black Hawk College (BHC), John Deere Harvester is providing an executive loan to coordinate the Quad-City/Tri-County Vocational Regions/Black Hawk College Tech Prep grant. Mr. Gordon Kincaid will coordinate the grant activities with UTHS and member schools of the region. He will articulate business/industry needs and facilitate implementation of a Tech Prep Core Curriculum in three field test sites in the region, one of which will be UTHS.

Tech Prep is an educational curricula for the purpose of providing students with the technical and academic skills necessary to succeed in the workplace of the future. It provides student options for obtaining both the academic requirements necessary for college entrance for advanced study and the technical knowledge and skills needed for employment.

Tech Prep encourages and utilizes partnerships in three areas: between academic and technical educators, between secondary and post secondary educators and between educators and business/industry representatives.

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TRI-COUNTY **VOCATIONAL REGIONS**

"Educating for Employment in Illinois"

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Wyoming
School District 71

UT Area Vocational
Center

Black Hawk College
District 503

May 13, 1991

Richard Kline
John Deere Harvester Works
1100 13th Avenue
East Moline, IL 61244

Dear Richard:

The Superintendents of the schools which compose the Quad-City and Tri-County Vocational Regions have asked us to thank you for your help and support for our Tech Prep project. A project of this type would certainly fail without the support of local business and industry.

Gordon Kinkead has provided exemplary leadership for the Tech Prep Degree Program this year in the Quad-City and Tri-County Regions. As a result of his involvement, there is no other business/industry representative throughout the state that has the understanding and insight into potential and benefits which this program offers for preparing students to enter technical careers. His understanding and perspective as a member of the business/industry community has helped us in the educational field to develop a deeper understanding of the skills that students will need. The matrix developed by business/industry representatives, which shows the skills new workers need to succeed in technical careers, is becoming the basis for currently developed activities at the pilot sites. The effectiveness and success of the grant activities is largely the result of the excellent partnership that has formed between representatives from both business/industry and education. Gordon's leadership has been instrumental in deepening that partnership.

In order to keep the Tech Prep Program momentum that has been created in its first year, we feel there is a strong need to maintain a continuity of thinking and organization that has already been developed. With that purpose in mind, we would like to request the continued participation of Gordon Kinkead in the program.

We would anticipate a lessening of his time involvement from that of the first year of the program. Nevertheless, the need for his role in developing business and industry commitment to the program is vital to its success. His understanding and enthusiasm for Tech Prep, coupled with his presentation skills, would make him an excellent liaison for the Tech Prep Program in the future with much needed involvement of the business and industry community in mind.

Sincerely,

Karen Johnson

Karen Johnson, TCVR System Director

Mike Hanlin

Mike Hanlin, QCVR System Director

TECH PREP Curriculum Projects
sponsored by
John Deere Harvester Works

John Deere Harvester Works has been heavily involved in the Tech Prep Degree Program in the QC/TC VR since its inception. Their support and commitment to this educational reform has been expressed in various activities. John Deere Harvester Works is offering financial assistance for curriculum development projects to assist in the implementation of the Tech Prep Degree Project.

As an original planning site, you are eligible to submit a proposed activity for funding. Please submit the following information:

1. Provide a narrative description of the proposed curriculum activity, course titles, type of development.

2. Indicate personnel involved, number involved and what each will do.

3. List budget requested to support the project. Costs of resource materials, if needed, and amounts of stipend.

4. Note timelines for project activities. When to be started and when to be completed.

5. Describe projected outcomes of this curriculum development project.

May 16, 1991

Dick Kline
John Deere Harvester
1100 13th Avenue
East Moline, IL 61244

Dear Mr. Kline:

Thank you for co-hosting the "Evening with Myrtle and Tech Prep." Many of those who attended the dinner meeting commented on how much they enjoyed the evening and how beneficial her presentation was to them. She provided a clear vision of Tech Prep and an excellent explanation of the model developed by Richmond County.

I am appreciative of the personal commitment you and your company have made as evidenced by the giving of your time, energy, support, and resources. While many speak of the need for a quality workforce, you have truly stood behind your words with heavy-duty involvement and support.

Thank you!

Sincerely,

Karen Johnson

KJ/lp

JOHN DEERE HARVESTER WORKS

1100 13TH AVENUE EAST MOLINE, ILLINOIS 61244-1497 U.S.A.

16 April 1991

East Moline Rotary Club
c/o Dr. Peter Mitchell
Mitchell Chiropractic Clinic
723 - 15th Avenue
East Moline, IL 61244

Dear Dr. Mitchell:

Tech Prep is a bold new approach to make vocational education more meaningful for both students and employers. This concept involves an integration of academic and vocational education in a rigorous program to prepare the work force of the future for the work place of the future.

The Quad-City/Tri-County Vocational Region has been awarded a Tech Prep grant for planning this new new initiative. Of the seventeen grants approved in the State of Illinois, our area grant is the only one being coordinated by a member of the business community.

Gordon Kinkead, a training coordinator at the John Deere Harvester combine assembly plant in East Moline, is heading the project.

If your organization would like him to present an overview of the project, he would be available to do so.

This concept has vital information that business and industry will rely on for its future work force. Feel free to contact Gordon at 765-6626 to set up a presentation time.

Sincerely,

R. G. Kleine
General Manager
John Deere Harvester Works

Dr. R. Craig Whitlock
Superintendent
United Township High School Dist.

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UT Area Vocational Center

Black Hawk College
District 503

May 9, 1991

Richard Kline
John Deere Harvester Works
1100 - 13 Ave.
East Moline, IL 61244

Dear Richard,

Gordon Kinkead has provided exemplary leadership for the Tech Prep Degree Program this year in the Quad-City and Tri-County Regions. As a result of his involvement, there is no other business/industry representative throughout the state that has the understanding and insight into the potential and benefits which this program offers for preparing students to enter technical careers. His understanding and perspective as a member of the business/industry community has helped us in the educational field to develop a deeper understanding of the skills that the students will need. The matrix developed by business/industry representatives, which shows the skills new workers need to succeed in technical careers, is becoming the basis for currently developed activities at the pilot sites. The effectiveness and success of the grant activities is largely the result of the excellent partnership that has formed between representatives from both business/industry and education. Gordon's leadership has been instrumental in deepening that partnership.

In order to keep the Tech Prep Program momentum that has been created in its first year, I feel there is a strong need to maintain a continuity of thinking and organization that has already been developed. With that purpose in mind, I would like to request the continued participation of Gordon Kinkead in the program.

I would anticipate a lessening of his time involvement from that of the first year of the program. Nevertheless, the need for his role in developing business and industry commitment to the program is vital to its success. His understanding and enthusiasm for Tech Prep, coupled with his presentation skills, would make him an excellent liaison for the Tech Prep Program in the future with much needed involvement of the business and industry community in mind.

Sincerely,

Karen Johnson, TCVR System Director

Mike Hanlin, QCVR System Director

Vol VII No. 4 Newsline - ICOVE, August 1991

John Deere Makes Commitment to Schools

"It's easy for business and industry and colleges to sit back and say, 'Oh, look what the high schools are sending us.' But you have to get involved, we need a commitment back to the schools."

These words from Gordon Kinkead, training coordinator for John Deere's harvester works in East Moline, sum up a corporate philosophy that resulted in Kinkead being assigned to area schools for the past year.

Kinkead has been working in partnership with United Township High School and the Quad City Regional Vocational System to develop a tech-prep program for the area.

John Deere did not do this from a purely altruistic motive. Kinkead points out that the company is looking at its own demographics, realizing that much of its workforce will be retiring in the next four to five years, and that Deere will be needing new employees.

Kinkead noted that tech-prep covered many areas that Deere looked for in its employees, that "it fit in very well, did many of the things that should be done" in an employee training program.

Kinkead has been working with the Regional Vocational System in helping develop curricula and plans. He has a core group of eight business and industry representatives, each from a different area, and design teams from four schools to help.

Kinkead's activities, besides coordinating these planning meetings, have also included organizing in-services for the school districts and speaking to civic and business organizations to let them know about the potential. He notes a "fantastic response" from area businesses. A teacher is being paid part-time to develop the curriculum.

Kinkead will probably be back to his usual job with Deere this fall, but will continue as a business-school liaison for many years to come.

Kinkead says that "schools need to change, but business and industry have to be willing to help. We have to provide resources, we have the expertise to help the schools."

With a tech-prep degree in hand, Kinkead said that graduates would "go to the head of the hiring line" at Deere in coming years. We're going to be replacing our workforce," he said. "What was acceptable in the past won't be acceptable in the future. We have technology here that requires sophisticated skills."

Business can complain about high school graduates not having job skills, but John Deere went the extra mile, making a corporate commitment to ensure the schools clearly knew their needs and objectives. The payback won't come just for Deere, but hopefully for all Quad Cities area employers as they gain graduates with better employability skills.

ICoVE Brochures Available

- DO YOU HAVE THE BASIC SKILLS TO GET A JOB IN ILLINOIS?
- How business and labor can help education PREPARE A WORLD-CLASS WORKFORCE.
- DO YOU HAVE THE BASIC SKILLS NEEDED. . . To work after high school? To work after college? To reenter the job market? To get a better job?
- Business and labor's suggested ACTIONS FOR EDUCATION
- THE ESSENTIAL CREDENTIALS FOR WORK SUCCESS
- Working with business and labor to MAXIMIZE THE PARTNERSHIP POTENTIAL: Tips for educators

Public-Private Partnerships Vital to Illinois Vocational Education

With thorough feedback from business and labor, the Illinois Council on Vocational Education has released a new study: "Building Public-Private Partnerships to Improve Vocational Education in Illinois."

Completed by the Center for Governmental Studies at Northern Illinois University, the study interviewed a variety of business and labor leaders throughout the state about vocational education, and then drew them together for eight "roundtable" discussions about vocational education.

Two issues framed the questions asked:

1) What goals should the private sector and education pursue in efforts to improve vocational education in Illinois? and
2) What strategies should be used in building public private partnerships to improve vocational education?

Basically, the business and labor respondents agreed on most priorities. The most important goal for both groups was improving basic skills, followed closely by establishing stronger academic requirements and improving teacher training and certification.

When asked to delineate those skills, reading, writing, and math were strongly supported by almost 80 percent of business respondents, closely followed by communication skills, with 65 percent strongly supporting, and employability skills with 61 percent. This same pattern was repeated with labor respondents.

When it came to "strategic goals," business and labor differed. The majority of business respondents (57 percent) made establishment of business advisory groups their highest priorities, while 46 percent of labor respondents made supporting classroom instruction and career counseling their highest priority. Business advisory groups was the lowest priority for labor respondents, with 34 percent giving it strong support. Support of teacher training was the lowest business response, with 38 percent strongly supporting, compared with 42 percent for labor. (Cont'd on page 8.)

Background for Inservice Topic Proposal

Building Achievement Levels Through Integration

A major concern today in education is the strengthening of basic academic skills of graduates from our nation's high schools. Teaching basic skills and reinforcing basic skills should be a responsibility of all teachers and must be a part of each curriculum throughout a school. Yet at the same time, there is a need for students to attach meaning to their studies to see how these skills fit into everyday, "real world" situations.

In addition, there is some concern that legislation and education at both the federal and state levels have placed a heavy emphasis on college prep while failing to adequately address the needs of those students who have elected the general or "just graduate" mode of education. This central 50% of students in most graduating classes often leave high school with neither the academic skills nor the vocational-technical skills necessary to succeed in the workplace of the future.

Dale Parnell identified this "general education" group of students "the neglected majority" in his book by the same title. To address the needs of these students, a consortium of southern and eastern states developed model or pilot sites to develop ways in which both the academic needs and technical training needs of students could be addressed. Integration of academics and technical skills emphasizes a two prong approach - greater application of concepts in academic courses and greater emphasis on academic competence in vocational-technical courses.

This inservice topic is especially timely for us here at United Township High School since we have been selected as a pilot site for one of the 17 Illinois Tech Prep Grant Projects. A steering committee has been established and staff will soon be actively involved in curriculum development and modification to address this issue. All staff should find this of value as we all need to continually strive for greater achievement levels for all students and greater relevancy for all components of our curriculum.

Richmond County High School in North Carolina has become a leader in integration of curriculum and Indiana has developed an excellent program also. These are two sources of possible speakers. We also have resources of several other excellent presenters from a national conference on integration this summer in Tulsa, Oklahoma. Roger Sturm and Karen Johnson would accept responsibility for getting a speaker on "Building Achievement through Integration Throughout the Curriculum." They would contact and obtain a speaker who would represent a school who has implemented a program to share what they have done and the successes they have had in raising their test scores. If the committee for the inservice needed additional funds to help defray expenses for the speakers, funds from the UT Tech Prep grant project could be utilized.

D:\kj\grants\techprep\inservic.ut

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UT Area Vocational
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Black Hawk College
District 503

DATE: March 21, 1991

TO: Tech Prep Core Committee Members
Tech Prep Local Design Team Members

FROM: Karen Johnson

RE: Tech Prep Inservices: April 19 and May 10

Roger Sturm has been working with the UT Inservice Committee to incorporate Tech Prep into their inservice activities. The Tech Prep Project and UT Inservice Committee are co-sponsoring guest speakers on April 19 and May 10. All committee members from the Core Committee and from each of the local design teams are also invited to participate in these inservice sessions. This promises to be an excellent opportunity to learn about two exemplary interdisciplinary programs in the nation. Both speakers represent schools who are members of the Southern Regional Education Board whose purpose is to improve student achievement through integration of academic and vocational curriculums.

On April 19, 1991, Ilene Dallenberg, Coordinator of Academic and Technical Programs in Louisville, Kentucky will share how academic achievement scores have been significantly raised through applied academics and integration of academic and technical course work. She will present at the general session at 12:00 noon, followed by implementation strategies at the two breakout sessions at 1:00 and 2:00 o'clock. All three sessions will cover different material.

When the question is raised across the nation as to the location of exemplary Tech Prep and integration model sites, the Richmond County Tech Prep program is consistently included on the list. On May 10, 1991, Myrtle Stogner, director of the Tech Prep Leadership Development Center, will share how their high school and community college in North Carolina have addressed improvement of academic achievement. She will present:

12:00 - Tech Prep, An Overview (General Session)
1:00 - Making it Happen (Breakout Session - 1)
2:00 - Career Review and Marketing (Breakout Session - 2)

The general session will be in the UT Auditorium. Information will be available that day as to specific room assignments for the breakout sessions.

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UT Area Vocational
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Black Hawk College
District 503

DATE: April 21, 1991

TO: Tech Prep Core Committee
Tech Prep Local Design Teams
QCVR/TCVR/BHC Administrators and Instructors

FROM: Gordon Kinkead, Tech Prep Coordinator (John Deere Harvester)
Karen Johnson, Tech Prep Director (QC/TC Vocational Regions)

As many of you are aware the Quad-City/Tri-County and Black Hawk College have been selected as one of seventeen sites in Illinois to be awarded a Tech Prep Degree Program grant. Tech Prep is an educational curricula for the purpose of providing students with the technical and academic skills necessary for college entrance in technical careers and the technical knowledge to succeed in the workplace of the future.

When the question is raised across the nation as to the location of exemplary Tech Prep sites and integration models, the Richmond County Tech Prep program in North Carolina consistently heads the list. We have invited Myrtle Stogner, director of that project, to share how their high school and community college in have raised their academic achievement levels through their Tech Prep project and the integration of academic and vocational education initiatives.

On May 9 at 6:00 p.m. the John Deere Harvester and the Tech Prep project will host a Buffet Dinner at the John Deere Harvester Works Cafeteria. It is located at 1100 13th Avenue, East Moline. Park in the main lot and come in the front door. The purpose of this dinner meeting will be an in depth discussion with Myrtle Stogner about all the aspects of Tech Prep from making it happen to career review and marketing.

This event will be for all the core group planning committee members, and the local design team members from Kewanee, Moline, Rock Island and UTHS, and academic and vocational instructors and administrators in the Quad-City and Tri-County Regions and Black Hawk College who are interested in the integration of academic and vocational education.

Reservations will be on a first come basis. Please return the enclosed reservation form. We look forward to sharing this important evening with you.

An Evening with Myrtle and Tech Prep
May 9, 1991
6:00 p.m.
John Deere Harvester Works
1100 13th Avenue
East Moline, IL

_____Yes, I will attend the dinner meeting on May 9, 1991.

Name: _____

School: _____

Attendance limited to the first 100 persons.
Due by May 3, 1991

Return To: QC/TC VR
1275 42nd Ave
E. Moline, IL 61244

An Evening with Myrtle and Tech Prep
May 9, 1991
6:00 p.m.
John Deere Harvester Works
1100 13th Avenue
East Moline, IL

_____Yes, I will attend the dinner meeting on May 9, 1991.

Name: _____

School: _____

Attendance limited to the first 100 persons.
Due by May 3, 1991

Return To: QC/TC VR
1275 42nd Ave
E. Moline, IL 61244

United Township High School
1275 42nd Avenue
East Moline, IL 61244-4100
March 1, 1991

Ilene Dallenberg
Coordinator of Academic & Technical Program
1001 Fairdale Road
Louisville, KY 40118

Dear Ilene:

Thank you for agreeing to present at the United Township High School Inservice on April 19. The original proposal submitted to the inservice committee is included for background information.

The schedule will be:

12:00-12:45	General session with approximately 130 in attendance.
1:00 - 1:45	Break-out sessions where teachers will choose among seven choices. We would estimate approximately 20-40 in your sessions.
2:00- 2:45	Repeat of all other sessions, however, your session will be a continuation or deepening of concepts.

We will need biographical information for introductions and a short synopsis of your sessions to include in the inservice brochure. The synopsis ia needed as quickly as possible as the program is being prepared for the printer.

Let us know of any equipment or supplies you will need for us to provide for your presentations.

Please let me know if you can make arrangements to stay for an evening/dinner meeting to meet with the regional planning teams from the other pilot sites. I will wait for confirmation from you before making final arrangements and notifying team members.

When you have finalized your travel arrangements, let us know if we can assist you in any way.

Our FAX number is 1-309-752-1692.

Sincerely,

Roger Sturm
Department Chairman

mf
Enclosure

United Township High School
1275 42nd Avenue
East Moline, IL 61244-4100
March 1, 1991

Myrtle Stogner
Richmond Community College
North Carolina Tech Prep
Leadership Development Center
P.O. Box 1189
Hamlet, North Carolina 28345

Dear Myrtle:

Thank you for agreeing to present at the United Township High School Inservice on May 10, 1991. The original proposal submitted to the inservice committee is included for background information.

The schedule will be:

12:00-12:45	General session with approximately 130 in attendance.
1:00 - 1:45	Break-out sessions where teachers will choose among seven choices. We would estimate approximately 20-40 in your sessions.
2:00- 2:45	Repeat of all other sessions, however, your session will be a continuation or deepening of concepts.

We will need biographical information for introductions and a short synopsis of your sessions to include in the inservice brochure. The synopsis ia needed as quickly as possible as the program is being prepared for the printer. Let us know of any equipment or supplies you will need for us to provide for your presentations.

Please let me know if you can make arrangements to stay for an evening/dinner meeting to meet with the regional planning teams from the other pilot sites. We are tentatively planning for Thursday evening for a dinner meeting. I will wait for confirmation from you before making final arrangements and notifying team members.

When you have finalized your travel arrangements, let us know if we can assist you in any way. We will make motel reservations for you in the Quad-City area. Our FAX number is 1-309-752-1692.

Sincerely,

Roger Sturm
Department Chairman

mf
Enclosure

18 February 1991

6. OBJECTIVE & ACTIVITIES

Objective

Expand existing, and establish new, partnerships with business, industry, and other employers in the Blackhawk College District.

Activities

1. An organizational meeting was held on 23 October 1990 at Blackhawk College to establish a Core Group Planning Committee for Tech/Prep consisting of eight members from business and industry, two members from each of the local test sites, one counselor, one administrator, and representatives from both Blackhawk College and Western Illinois University. (Exhibit A1-2)

2. A Tech/Prep DACUM was conducted on 2 November 1990 at the Quad-City Learning Center from 7:00 AM - 4:30 PM with the eight members of the Core Group Planning Committee representing business and industry to define the matrix of occupational competencies for Tech/Prep students. (Exhibit B)

Objective

Expand the professional expertise of educators to plan, develop, field test, implement, and teach the model Tech/Prep core curriculum by providing training, updating, and in-service staff development activities.

Activities

1. Meetings were held with United Township High School Principal, Gordon Cornelius (7 September 1990), Rock Island High School Principal, Duane Bonsall (10 September 1990), Moline High School Principal, Ken Schwab (10 September 1990), and Kewanee High School Principal, Marvin Damron (21 September 1990), to introduce them to the concept of Tech/Prep and solicit their support for their schools as potential test sites. All voiced support for the project and appointed team members for their respective high schools. (Exhibit C)

2. Gordon Kinkead (Tech/Prep Coordinator), Karen Johnson (Tech/Prep Director), Roger Malcolm (Kewanee High School) and Roger Sturm (UTHS) attended the State Board of Education Conference in Springfield on Tech/Prep (11 September 1990).

3. Gordon Kinkead and Karen Johnson provided in-service training on Tech/Prep to each of the test sites: Moline (20 November 1990), Kewanee (26 November 1990), UTHS (27 November 1990), Rock Island (28 November 1990). The draft of the Tech/Prep DACUM was also presented at these meetings. Test site teams were given guidelines at that time for their continued involvement in the project. (Exhibit D)

BEST COPY AVAILABLE

6. OBJECTIVE & ACTIVITIES (continued)

Procedure

Disseminate information regarding the Tech/Prep Core Program.

Activities

A Tech/Prep brochure was developed with the help of a marketing firm, Nehelsen Communications. (Exhibit E)

7. MAJOR ACTIVITIES PLANNED

Activities

1. Meetings with the local test site teams to assess progress on the original guidelines given to them.

2. Regular Core Group Planning Committee meetings to evaluate progress and support local test sites in their development of Tech/Prep curriculum.

3. Disseminate information about Tech/Prep through presentations to local groups.

4. Work with Blackhawk College to provide college instructors as resource people for each of the local test sites.

Concerns

1. Major concern centers around the educators' reluctance to see the "big picture" of Tech/Prep and the value it can offer to students and their future in the workforce.

2. Smaller student population high schools will have a problem with staff and time flexibility to implement.

3. Change in teaching emphasis from memory-oriented instruction to critical thinking and problem solving.

1802GK1/engr5/bc

25 April 1991

6. **OBJECTIVE & ACTIVITIES**

Objective

Expand existing, and establish new, partnerships with business, industry, and other employers in the Blackhawk College District.

Activities

1. The Core Group Planning Committee met on 24 Jan. 1991 at United Township High School. Discussion centered around the completed DACUM on Tech Prep tasks and duties. Local design team leaders and the business and industry representatives explained their perceptions of each task and duty listed.

2. Gordon Kinkead presented inservice training concerning Tech Prep to the General Manager's staff of the John Deere Harvester Works on 11 March 1991.

3. Approximately 50 letters have been sent out to various business and industry organizations thru out the region offering to provide an informational program on Tech Prep. This is the first step in activating a strong commitment from the business and industry community for Tech Prep. (Exhibit A)

Objective

Expand the professional expertise of educators to plan, develop, field test, implement, and teach the model Tech Prep core curriculum by providing training, updating, and inservice staff development activities.

Activities

1. Gordon Kinkead, Karen Johnson, and Roger Sturm (U.T.H.S. design team leader) provided inservice on Tech Prep to Galesburg School District Administrators on 29 Jan. 1991 at United Township High School.

2. Gordon Kinkead, Karen Johnson, and Todd Swinderman (member of the business core group) provided inservice on Tech Prep to the Kewanee High School Faculty on 21 February 1991.

3. Gordon Kinkead and Karen Johnson met with the local design team leaders to assess progress and answer concerns on 08 February and 22 March 1991. Group was provided with the overall organization of committees. Group also provided input into what a Tech Prep program will look like in one, five, and ten years. (Exhibit B-C)

6. **OBJECTIVES & ACTIVITIES** (cont'd)

Activities

4. Gordon Kinkead and Karen Johnson attended the U.T.H.S. local design team meeting on 27 Feb. 1991 to discuss Tech Prep plans for 2 staff inservice days. Speakers and dates were formalized: (Exhibit D)

   19 April 1991 - Ilene Dallenberg, Louisville, KY
   10 May 1991 - Myrtle Stogner, Richmond County, NC

5. Gordon Kinkead and Karen Johnson attended the Tech Prep Project Directors meeting in Springfield, Illinois on 05 March 1991. (Exhibit E)

6. Rock Island High School design team is presenting an inservice speaker on Tech Prep on 13 May 1991. An evening dinner is also planned.

   Blackhawk College has provided each local design team with 2 instructors as resource people.

   Kewanee - Gary Pheiffer - Agriculture
   Ed Rebner - Mech. Power

   Moline - Tom Acuff - Mech. Tech.
   Gwen Blacker - Business Mgt.

   Rock Island - Robert Hammill - Accounting
   Don Schnauber - CAD

   U.T.H.S. - Wayne Marshall - Electronics
   Kerry Kerber - W.I.U.

Procedure

Disseminate information regarding the Tech Prep Core Program.

Activities

1. Gordon Kinkead provided a matrix for curriculum assessment to each of the local design teams. The matrix consisted of the tasks and duties of the future employee and space for the high school course to determine how, or if it fit, those needs as defined by the DACUM. (Exhibit F)

7. **MAJOR ACTIVITIES PLANNED**

Activities

1. Analysis of the course assessment matrix results from each of the local design teams.

2. Outside speakers inservice days.

3. John Deere Harvester and the Tech Prep Project to host a Tech Prep dinner for Myrtle Stogner, director of the Tech Prep Leadership Development Center in Richmond County, North Carolina on 09 May 1991.

4. Business and industry inservice presentations.

5. Coordination of teacher internship program for the summer with business and industry.

Concerns

1. Varying degrees of "Vision Enthusiasm" from all the players in the Tech Prep continuum.

2. Revamping local design teams to eliminate those instructors that are less enthusiastic about the Tech Prep.

3. Complete involvement of business and industry in the Tech Prep program with shared equipment, resources, etc.

0424gk/gc6

28 June 1991

6. **OBJECTIVE & ACTIVITIES**

Objective

Expand existing, and establish new, partnerships with business, industry, and other employers in the Blackhawk College District.

Activities

1. Gordon Kinkead has made six presentations to date on the Tech Prep Program to various service organizations in the Quad City Region.

2. Gordon Kinkead participated in the Private Industry Council's Business & Education Conference on 11 June 91 at Moline High School. (Exhibit A)

3. Gordon Kinkead participated in a Tech Prep conference for the Davenport Community School District Board of Education on 24 June 1991.

4. Gordon Kinkead presented inservice training on Tech Prep to the Moline School District Board of Education on 25 June 1991.

Objective

Expand the professional expertise of educators to plan, develop, field test, implement, and teach the model Tech Prep core curriculum by providing training, updating, and inservice staff development activities.

Activities

1. Gordon Kinkead and Karen Johnson participated in the Western Illinois University Staff Conference in Macomb on Tech Prep on 03 April 91.

2. Gordon Kinkead and Karen Johnson made a presentation on Tech Prep at the Illinois Vocational Student Services Network Conference in Mendota on 17 April 91. (Exhibit B)

3. Gordon Kinkead participated in a panel discussion on Tech Prep at the Salute to Illinois Volunteers in Vocational Technical Education awards program in Springfield on 26 April 91. (Exhibit C)

4. Ilene Dallenberg, Louisville, KY presented an inservice program on Tech Prep to the UTHS faculty on 19 April 91.

6. **OBJECTIVES & ACTIVITIES** (cont'd)

Activities

5. John Deere Harvester Works and the Tech Prep Project hosted a dinner for educators on 09 May 91 at the factory for Myrtle Stogner, Richmond County, NC. Sixty-five persons attended the presentation.

6. Myrtle Stogner presented an inservice program on Tech Prep to the UTHS faculty on 10 May 91.

7. Rock Island High School presented an inservice program on Tech Prep featuring Michael McClaren, the Superintendent of Woodward Schools in Woodward, OK on 13 May 91. (Exhibit D)

8. Rock Island School District also hosted a dinner for Mr. McClaren on 13 May 91 for area educators.

9. Gordon Kinkead, Karen Johnson, and local design team leaders participated in an inservice presentation on Tech Prep to the Blackhawk Jr. College Department heads on 14 May 91 at the college. (Exhibit E)

10. Gordon Kinkead made a presentation for the State Board of Education to be included in their latest video on Tech Prep. Filming was done at the John Deere Harvester Works on 04 June 91. (Exhibit F)

11. ~~Gordon Kinkead~~ Regional Members attended the Connections '91 Conference in Bloomington, ~~on 13~~ Jun 91. (Exhibit G)

PROCEDURE

Activities

1. Rock Island High School has been given $3653.05 by the John Deere Harvester Works for a Tech Prep Curriculum Project for the 91-92 school year.

2. Kewanee High School has been given $1380 by the John Deere Harvester Works for a Tech Prep Curriculum Project for the 91-92 school year.

DATE: ~~December 6, 1990~~ 5/3/91

TO: Linda Lafferty

FROM: Karen Johnson

RE: Tech Prep Staff Development

The QCVR/TCVR/BHC Tech Prep project requests approval to send teams of two people each to the attached ASCD Summer Institute Series for training in the areas of integration of thinking strategies throughout the curriculum, building staff development trainers, facilitating change and new trends in curriculum. See attached for further explanation.

Each team of participants would be asked to make a commitment to the development of a workshop for presentation to other participants in our Tech Prep project. The knowledge and awareness gained would be spread throughout the schools. These persons could also serve as valuable resources for state workshops.

We can use funds that we have remaining in the Tech Prep budget to support these activities.

If you need additional written information concerning the value of these projects which we discussed over the telephone, please let me know.

These activities would add depth and credibility to our project. We appreciate your support for our Tech Prep activities and look forward to hearing from you.

DATE: ~~December 6, 1991~~ 5/3/91

TO: Lead Teachers

FROM: Karen Johnson

RE: Tech Prep Staff Development

I have checked on airline flights for the conferences with Nancy at State Bank Travel Tours (755-0611 or 797-3582). In making reservations for the conferences you may contact her or an agency of your choice. Please contact me for final confirmation on the conference you have chosen.

Once you've confirmed your conference, go ahead and make your arrangements. We will then reimburse you for your expenses. You'll want to take care of conference registration soon so that they are not filled.

Airline prices that were quoted were:

Washington D.C.

June 22-28	$328.00	cancelled
June 23-28	442.00	

Minneapolis

June 29-July 3	$178.00	
June 30-July 3	368.00	

Vail

July 9-12	$584.00	Roger Sturm
July 9-14	328.00	Laura Nelson Karen Johnson

Atlantic City (into Philadelphia)

July 16-20	$285.00	

San Francisco

July 23-26	$558.00	Brian Sheler
July 23-28	$438.00	LuAnn Glasgow

Enclosure: Registration form

UNITED TOWNSHIP HIGH SCHOOL
INSERVICE - APRIL 19, 1991

GENERAL SESSION		12:00 - 12:45	Auditorium
	Presenter:	Eileen Dalenberg Coordinator of Academic and Technical Programs Louisville, Kentucky	
1.	Breakout Session #1	1:00 - 1:45	Auditorium
	Breakout Session #2	2:00 - 2:45	Auditorium
2.	"Molder of Dreams" Videotape	1:00 - 1:45 2:00 - 2:45	Faculty Dining Room
3.	TI-IN Demonstration		Media Mix
	Distance Education:		
	Via Interactive Satellite	12:00 - 12:45	
	A High School Model	1:00 - 1:45	
	QUAD-LINC and ILLINET	2:00 - 2:45	
4.	CPR Course	12:00 - 3:00	Room No. 215
5.	Multi-Cultural Education	1:00 - 1:45 2:00 - 2:45	Room No. 129
6.	Cooperative Learning Workshop	1:00 - 1:45 2:00 - 2:45	Room No. 138
7.	Classified Secretarial Workshop	1:00 - 2:45	Respective Offices
8.	Retirement - I.M.R.F.	1:00 - 1:45 2:00 - 2:45	Room No. 209
9.	Transportation Meeting	1:00	Bus Garage
10.	Tour of South Campus	1:00 - 1:45	Meet in the New Gym

Appendix F-1

Black Hawk College
Quad-City/Tri-County Vocational Regions

Articulated Credit in:

- Accounting
- Auto Mechanics
- Child Development
- Drafting
- Electronics
- Fashion Merchandising
- Food Services
- Machine Trades
- Typing
- Welding

Black Hawk COLLEGE

QUAD-CITY TRI-COUNTY VOCATIONAL REGIONS

October, 1991

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SS4\COUNSEL\ARTICULATION.AGT

INTRODUCTION

In December, 1984, the Illinois State Board of Education adopted a Policy and Administrative Plan for Education for Employment. One of the results of that plan was an increased emphasis on developing articulation agreements between secondary systems and community colleges.

An articulation agreement is a written agreement between the institutional levels which provides for:

(1) programmatic alignment and continuity in a given occupational area,
(2) transition of the student without unnecessary delay or duplication of effort from one institution to another in those occupational areas provided by both secondary and post-secondary institutions,
(3) cooperative efforts in continuous planning, evaluation and improvement of programs to serve both youth and adults as well as the area's economic needs.

Over the years, a variety of informal agreements have existed between Black Hawk College and specific high schools within the College district. In 1988, the College began the process to formalize some of these agreements and to develop others where appropriate.

The results of these efforts are ten formal agreements that provide articulated credit in twelve college courses to high school graduates who enroll in career programs at Black Hawk College. In its simplest form, a student who successfully completes a specific course or courses in high school will receive college credit for the college course which duplicates the competencies learned in high school. Some of the agreements involve more specific requirements.

Benefits of Articulation

Articulation agreements can provide major benefits to the participating agencies. Well coordinated programs make for less duplication, multiple exit points, and greater skills and knowledge. Effectiveness can be enhanced by secondary and community college teachers working together to review, upgrade, and update instruction. In addition, teachers and administrators value articulation as important to recruiting and public relations.

Articulation also helps high school teachers see how students, who continue their education, benefit in the community college. Students better understand career patterns and the advantages of continuing their education. Furthermore, students' self-concepts are enhanced, and they are apt to pursue college as a viable and attainable alternative. Finally, well articulated programs foster development of higher-level competencies, better aligned with employer demand.

Following is an information sheet on each College articulated course. Also included is a sample articulation agreement and list of competencies for that agreement. For additional information, please contact Sheila Lillis, Black Hawk College, 796-1311, Ext. 1359.

COURSE NUMBERING SYSTEM

On page 3 is a list of the high school and college courses for which articulation agreements exist.

On page 4 is a matrix which lists the schools where the approved high school courses are taught and the College course to which they are related.

Regional High School Course Numbers

The high school courses are preceded by a Quad-City/Tri-County Vocational Region course number. These course numbers are the same throughout the regional high schools. For example, B201 refers to the first semester Business area course in Accounting I. A curriculum guide in a particular high school may show a school course number that is different from the regional number, but each high school has created a crosswalk to the regional course numbers for regional and state purposes.

College Course Numbers

The College course numbers are the same as those listed in the current Black Hawk College catalog.

BLACK HAWK COLLEGE
QUAD-CITY/TRI-COUNTY VOCATIONAL REGIONS

HIGH SCHOOL AND BLACK HAWK COLLEGE ARTICULATED COURSES

High School Courses	BHC Courses
Business	
B201 & B202 Accounting IA & IB B301 & B302 Accounting IIA & IIB	BA 170 Fundamentals of Accounting
B201 & B202 Accounting IA & IB	BE 101 Secretarial Accounting
B111 & B112 Keyboarding, Typewriting & Formatting IA & IB	BE 141 Beginning Typing
B311 & B312 Keyboarding, Typewriting & Formatting IIA & IIB	BE 142 Intermediate Typing
Home Economics	
H405 or H406 Child & Day Care Serv. & H131 Child Development OR H301 Parenting & H131 Child Development	CD 210 Intro. to Child Care of Children
H232 Fashion Merchandising	BA 132 Fashion Analysis
H241 & H242 Food Serv. Occ. I & II OR H401 Home Economics Related Occ. (HERO)	CU 110 Sanitation & Safety
Industrial Education	
I375 & I475 Advanced Mechanical Drafting I & II	GT 101 Basic Technical Drafting
I325 & I425 Advanced Electronics I & II	ET 103 DC & AC Circuits
I335 & I435 Auto Mechanics I & II	Mechanical Power Technology Electives (3 Sem. Hrs.)
I345 & I445 Machine Trades I & II	MT 105 Machine Tool Processes I
I355 Welding Occupations I	MT Production Welding (2 Sem. Hrs.)
I355 & I455 Weld. Occ. I & II	MT Production Welding (4 Sem. Hrs.)

BLACK HAWK COLLEGE
QUAD-CITY/TRI-COUNTY VOCATIONAL REGIONS

MATRIX OF SCHOOL SITES WHERE ARTICULATION CREDIT MAY BE ACQUIRED

Schools	Black Hawk College Courses												
	BA 132	BA 170	BE 101	BE 141	BE 142	CD 210	CU 110	ET 103	GT 101	MPT	MT 105	WLD	#
ALEDO		X	X	X		X		AVC	AVC	X	AVC	AVC	9
ANNAWAN						KEW							1
BRADFORD													0
CAMBRIDGE			X	X	X	X							4
GALVA		X											1
GENESEO		X	X	X	X		X		AVC				6
KEWANEE	X		X	X	X	X	X						6
MOLINE	X	X	X	X		X	X	AVC	AVC	X	X	AVC	11
NEPONSET		X	X	X	X	KEW	KEW						6
ORION			X	X	X	X	X	AVC	AVC	AVC	AVC	AVC	10
RIVERDALE		X	X	X	X	X		AVC	AVC	AVC	AVC	AVC	10
ROCK ISLAND	X	X	X	X	X	X			X	X		X	9
ROCKRIDGE		X	X	X	X	X		AVC	AVC	AVC	AVC	AVC	10
SHERRARD		X	X	X	X	X	X						6
TOULON			X	X	X								3
UTHS		X	X	X		X	X	AVC	AVC	AVC	AVC	AVC	10
WESTMER			X	X	X	X				AVC			5
WETHERSFIELD		KEW	X	X	X	X							5
WYOMING		X	X	X	X	X							5
# of Sites	3	12	16	16	13	15	7	6	8	8	6	6	117

BLACK HAWK COLLEGE
QUAD-CITY/TRI-COUNTY VOCATIONAL REGIONS

ARTICULATED CREDIT
IN
ACCOUNTING, BOOKKEEPING & RELATED PROGRAMS

High School Course(s): B201 & B202 Accounting IA & IB
B301 & B302 Accounting IIA & IIB

BHC Course: BA 170 Fundamentals of Accounting

A student fulfilling all requirements for the high school courses listed above and receiving a grade standard of "A", will be awarded articulated credit for BA 170 Fundamentals of Accounting.

In order for articulated credit to be given, the student must enroll at Black Hawk College within 18 months following high school graduation. After completion of six semester hours at Black Hawk College, the student may apply for the articulated credit through the Director of Educational Services at East Campus or the Registrar at the Quad-Cities Campus.

Should a student, who is scheduled to receive articulated credit for this course, fail to make satisfactory progress in the next higher course in the college program sequence, the student may be required to transfer back to a lower course at Black Hawk College.

Participating High Schools:

Aledo High School
J.D. Darnall High School
Galva High School
Moline High School
Neponset High School
Riverdale High School
Rock Island High School
Rockridge High School
Sherrard High School
United Township High School
Wethersfield High School
Wyoming High School

BLACK HAWK COLLEGE
QUAD-CITY/TRI-COUNTY VOCATIONAL REGIONS

ARTICULATED CREDIT
IN
SECRETARIAL ACCOUNTING

High School Course(s): B201 & B202 Accounting IA & IB

BHC Course: BE 101 Secretarial Accounting

A student fulfilling all requirements for the high school courses listed above and receiving a grade standard of "A", will be awarded articulated credit for BE 101 Secretarial Accounting.

In order for articulated credit to be given, the student must enroll at Black Hawk College within 18 months following high school graduation. After completion of six semester hours at Black Hawk College, the student may apply for the articulated credit through the Director of Educational Services at East Campus or the Registrar at the Quad-Cities Campus.

Should a student, who is scheduled to receive articulated credit for this course, fail to make satisfactory progress in the next higher course in the college program sequence, the student may be required to transfer back to a lower course at Black Hawk College.

Participating High Schools:

Aledo High School
Cambridge High School
J.D. Darnall High School
Kewanee High School
Moline High School
Neponset High School
Orion High School
Riverdale High School
Rock Island High School
Rockridge High School
Sherrard High School
Toulon High School
United Township High School
Westmer High School
Wethersfield High School
Wyoming High School

BLACK HAWK COLLEGE
QUAD-CITY/TRI-COUNTY VOCATIONAL REGIONS

ARTICULATED CREDIT
IN
BEGINNING TYPING

High School Course(s): B111 & B112 Keyboarding, Typewriting & Formatting IA & IB

BHC Course: BE 141 Beginning Typing

A student fulfilling all requirements for the high school courses listed above and receiving a grade standard of "B", will be awarded articulated credit for BE 141 Beginning Typing.

In order for articulated credit to be given, the student must enroll at Black Hawk College within 18 months following high school graduation. After completion of six semester hours at Black Hawk College, the student may apply for the articulated credit through the Director of Educational Services at East Campus or the Registrar at the Quad-Cities Campus.

Should a student, who is scheduled to receive articulated credit for this course, fail to make satisfactory progress in the next higher course in the college program sequence, the student may be required to transfer back to a lower course at Black Hawk College.

Participating High Schools::

Aledo High School
Cambridge High School
J.D. Darnall High School
Kewanee High School
Moline High School
Neponset High School
Orion High School
Riverdale High School
Rock Island High School
Rockridge High School
Sherrard High School
Toulon High School
United Township High School
Westmer High School
Wethersfield High School
Wyoming High School

BLACK HAWK COLLEGE
QUAD-CITY/TRI-COUNTY VOCATIONAL REGIONS

ARTICULATED CREDIT
IN
INTERMEDIATE TYPING

High School Course(s): B311 & B312 Keyboarding, Typewriting & Formatting IIA & IIB

BHC Course: BE 142 Intermediate Typing

A student fulfilling all requirements for the high school courses listed above and receiving a grade standard of "B", will be awarded articulated credit for BE 142 Intermediate Typing.

In order for articulated credit to be given, the student must enroll at Black Hawk College within 18 months following high school graduation. After completion of six semester hours at Black Hawk College, the student may apply for the articulated credit through the Director of Educational Services at East Campus or the Registrar at the Quad-Cities Campus.

Should a student, who is scheduled to receive articulated credit for this course, fail to make satisfactory progress in the next higher course in the college program sequence, the student may be required to transfer back to a lower course at Black Hawk College.

Participating High Schools::

Cambridge High School
J.D. Darnall High School
Kewanee High School
Neponset High School
Orion High School
Riverdale High School
Rock Island High School
Rockridge High School
Sherrard High School
Toulon High School
Westmer High School
Wethersfield High School
Wyoming High School

BLACK HAWK COLLEGE
QUAD-CITY/TRI-COUNTY VOCATIONAL REGIONS

ARTICULATED CREDIT
IN
CHILD DEVELOPMENT

High School Course(s): H405 or H406 Child & Day Care Services and H131 Child Development
or
H301 Parenting and
H131 Child Development

BHC Course: CD 210 Intro. to Group Care of Children

A student fulfilling all requirements for the high school courses listed above and receiving a grade standard of "B" and completing the special requirements listed below, will be awarded articulated credit for CD 210 Introduction to Group Care of Children.

Special Requirements:

20.0201 Child and Day Care Services
1. Student must apply to take proficiency exam for CD 210 Introduction to Group Care of Children.
2. Student must score 70% or higher on examination.

20.0101 Occupation of Homemaking
1. Student must apply to take proficiency exam for CD 210 Introduction to Group Care of Children.
2. Student must score 70% or higher on examination.

In order for articulated credit to be given, the student must enroll at Black Hawk College within 18 months following high school graduation. After completion of six semester hours at Black Hawk College, the student may apply for the articulated credit through the Director of Educational Services at East Campus or the Registrar at the Quad-Cities Campus.

Should a student, who is scheduled to receive articulated credit for this course, fail to make satisfactory progress in the next higher course in the college program sequence, the student may be required to transfer back to a lower course at Black Hawk College.

Participating High Schools:

Aledo High School
Annawan High School
Cambridge High School
Kewanee High School
Moline High School
Neponset High School
Orion High School
Riverdale High School
Rock Island High School
Rockridge High School
Sherrard High School
United Township High School
Westmer High School
Wethersfield High School
Wyoming High School

BLACK HAWK COLLEGE
QUAD-CITY/TRI-COUNTY VOCATIONAL REGIONS

ARTICULATED CREDIT
IN
FASHION MERCHANDISING

High School Course(s): H232 Fashion Merchandising

BHC Course: BA 132 Fashion Analysis

A student fulfilling all requirements for the high school courses listed above and receiving a grade standard of "B" and the special requirements listed below, will be awarded articulated credit for BA 132 Fashion Analysis.

Special Requirements:

1. Student must apply to take proficiency exam in spring of senior year for BA 132 Fashion Analysis.
2. Student must score 85% or above in examination.

In order for articulated credit to be given, the student must enroll at Black Hawk College within 18 months following high school graduation. After completion of six semester hours at Black Hawk College, the student may apply for the articulated credit through the Director of Educational Services at East Campus or the Registrar at the Quad-Cities Campus.

Should a student, who is scheduled to receive articulated credit for this course, fail to make satisfactory progress in the next higher course in the college program sequence, the student may be required to transfer back to a lower course at Black Hawk College.

Participating High Schools:

Kewanee High School
Moline High School
Rock Island High School

BLACK HAWK COLLEGE
QUAD-CITY/TRI-COUNTY VOCATIONAL REGIONS

ARTICULATED CREDIT
IN
FOOD SERVICES

High School Course(s): H241 & H242 Food Service Occ. I & II
or
H401 Home Economics Related Occ. (HERO)

BHC Course: CU 110 Sanitation & Safety

A student fulfilling all requirements for the high school courses listed above and the special requirements listed below, will be awarded articulated credit for CU 110 Sanitation and Safety.

Special Requirements:

1. The student must pass the State of Illinois Sanitation Test while enrolled in either of the above listed high school courses.

In order for articulated credit to be given, the student must enroll at Black Hawk College within 18 months following high school graduation. After completion of six semester hours at Black Hawk College, the student may apply for the articulated credit through the Director of Educational Services at East Campus or the Registrar at the Quad-Cities Campus.

Should a student, who is scheduled to receive articulated credit for this course, fail to make satisfactory progress in the next higher course in the college program sequence, the student may be required to transfer back to a lower course at Black Hawk College.

Participating High Schools:

J.D. Darnall High School
Kewanee High School
Moline High School
Orion High School
Sherrard High School
Neponset High School
United Township High School
UT Area Vocational Center

BLACK HAWK COLLEGE
QUAD-CITY/TRI-COUNTY VOCATIONAL REGIONS

ARTICULATED CREDIT
IN
DRAFTING, COMPUTER AIDED DRAFTING

High School Course(s): I375 & I475 Advanced Mechanical Drafting I & II

BHC Course: GT 101 Basic Technical Drafting

A student fulfilling all requirements for the high school courses listed above and receiving a grade standard of "B", will be awarded articulated credit for GT 101 Basic Technical Drafting.

In order for articulated credit to be given, the student must enroll at Black Hawk College within 18 months following high school graduation. After completion of six semester hours at Black Hawk College, the student may apply for the articulated credit through the Director of Educational Services at East Campus or the Registrar at the Quad-Cities Campus.

Should a student, who is scheduled to receive articulated credit for this course, fail to make satisfactory progress in the next higher course in the college program sequence, the student may be required to transfer back to a lower course at Black Hawk College.

Participating High Schools:

Aledo High School
J.D. Darnall High School
Moline High School
Orion High School
Riverdale High School
Rock Island High School
Rockridge High School
United Township High School
UT Area Vocational Center

BLACK HAWK COLLEGE
QUAD-CITY/TRI-COUNTY VOCATIONAL REGIONS

ARTICULATED CREDIT
IN
ELECTRONICS

High School Course(s): I325 & I425 Advanced Electronics I & II

BHC Course: ET 103 DC & AC Circuits

A student fulfilling all requirements for the high school courses listed above and receiving a grade standard of "B" and the special requirements listed below, will be awarded articulated credit for ET 103 DC & AC Circuits.

Special Requirements:

1. The student must successfully pass the final examination for ET 103 DC & AC Circuits as part of the I425 Advanced Electronics class.

In order for articulated credit to be given, the student must enroll at Black Hawk College within 18 months following high school graduation. After completion of six semester hours at Black Hawk College, the student may apply for the articulated credit through the Director of Educational Services at East Campus or the Registrar at the Quad-Cities Campus.

Should a student, who is scheduled to receive articulated credit for this course, fail to make satisfactory progress in the next higher course in the college program sequence, the student may be required to transfer back to a lower course at Black Hawk College.

Participating High Schools:

Moline High School
Orion High School
Riverdale High School
United Township High School
UT Area Vocational Center

BLACK HAWK COLLEGE
QUAD-CITY/TRI-COUNTY VOCATIONAL REGIONS

ARTICULATED CREDIT
IN
MECHANICAL POWER TECHNOLOGY

High School Course(s): I335 Auto Mechanics I
I435 Auto Mechanics II

BHC Course: Mechanical Power Technology

A student fulfilling all requirements for the high school courses listed above and receiving a grade standard of "B", will be awarded three semester hours in Mechanical Power Technology electives at the East Campus of Black Hawk College.

In order for articulated credit to be given, the student must enroll at Black Hawk College within 18 months following high school graduation. After completion of six semester hours at Black Hawk College, the student may apply for the articulated credit through the Director of Educational Services at East Campus or the Registrar at the Quad-Cities Campus.

Should a student, who is scheduled to receive articulated credit for this course, fail to make satisfactory progress in the next higher course in the college program sequence, the student may be required to transfer back to a lower course at Black Hawk College.

Participating High Schools:

Aledo High School
Moline High School
Orion High School
Riverdale High School
Rock Island High School
United Township High School
UT Area Vocational Center
Westmer High School

BLACK HAWK COLLEGE
QUAD-CITY/TRI-COUNTY VOCATIONAL REGIONS

ARTICULATED CREDIT
IN
MACHINE TRADES

High School Course(s): I345 & I445 Machine Trades I & II

BHC Course: MT 105 Machine Tool Processes I

A student fulfilling all requirements for the high school courses listed above and receiving a grade standard of "B" and the special requirements below, will be awarded articulated credit for MT 105 Machine Tool Processes I.

Special Requirements:

1. The student must complete the MT 105 spindle project as part of I455 Machine Trades II with proficiency score of 80% or higher.

In order for articulated credit to be given, the student must enroll at Black Hawk College within 18 months following high school graduation. After completion of six semester hours at Black Hawk College, the student may apply for the articulated credit through the Director of Educational Services at East Campus or the Registrar at the Quad-Cities Campus.

Should a student, who is scheduled to receive articulated credit for this course, fail to make satisfactory progress in the next higher course in the college program sequence, the student may be required to transfer back to a lower course at Black Hawk College.

Participating High Schools:

Aledo High School
Moline High School
Orion High School
Riverdale High School
Rockridge High School
United Township High School
UT Area Vocational Center

BLACK HAWK COLLEGE
QUAD-CITY/TRI-COUNTY VOCATIONAL REGIONS

ARTICULATED CREDIT
IN
WELDING

High School Course(s): I355 & I455 Welding Occupations I & II

BHC Course: Production Welding

A student fulfilling all requirements for the high school courses listed above and receiving a grade standard of "B" and the special requirements listed below, will be awarded articulated credit for Production Welding.

Special Requirements:

1. High school students completing Welding Occupations I may receive two semester hours of articulated credit in Production Welding.
2. High school students completing Welding Occupations I & II may receive four semester hours of articulated credit in Production Welding.

In order for articulated credit to be given, the student must enroll at Black Hawk College within 18 months following high school graduation. After completion of six semester hours at Black Hawk College, the student may apply for the articulated credit through the Director of Educational Services at East Campus or the Registrar at the Quad-Cities Campus.

Should a student, who is scheduled to receive articulated credit for this course, fail to make satisfactory progress in the next higher course in the college program sequence, the student may be required to transfer back to a lower course at Black Hawk College.

Participating High Schools:

Aledo High School
Moline High School
Orion High School
Riverdale High School
Rockridge High School
United Township High School
UT Area Vocational Center

ARTICULATION AGREEMENT DEVELOPMENT

In developing an Articulation Agreement between the Quad-City/Tri-County Vocational Region and Black Hawk College, a committee of high school and college teachers was formed. This committee reviewed the course competencies that have been developed over the past several years by the Vocational Region and compared them to the content of the college course. The result of this comparison provided the basis for the Articulation Agreement.

On the following pages are a sample Articulation Agreement (Drafting) and a list of the competencies that are covered in the high school course(s). In this sample the high school courses are I375 Advanced Mechanical Drafting I and I475 Advanced Mechanical Drafting II. By successfully completing these courses in high school, the student can receive credit for the Black Hawk College course GT 101 Basic Technical Drafting (3 sem. hrs.).

On pages 23-27 these high school courses are identified by the headings "AJ" and "AL." Below the headings are the competencies covered in the high school course. The letters in the columns refer to: I = Introduced, R = Reviewed, and M = Mastery.

It should be noted that because of the formation of the Vocational Region and the subsequent work of the high school committees in developing competencies for each vocational course, the task of developing articulation agreements was made infinitely easier. The articulation committees had a ready reference in the competency lists to make their comparisons of content between the high school and college course.

BLACK HAWK COLLEGE
QUAD-CITY/TRI-COUNTY VOCATIONAL SYSTEM
ARTICULATION AGREEMENT

General Technology
BHC Program

Drafter - Computer Aided Drafter
QC/TCVR Program

In order to provide high school students with the opportunity and the incentive to accelerate their progress in a Black Hawk College Career Program, this articulation agreement has been developed between the Black Hawk College (BHC) and the QUAD-CITY/TRI-County Vocational Region (QC/TCVR).

1. This agreement is between the QC/TCVR *Drafter - Computer Aided Drafter* Program and the BHC *General Technology* Program.

2. The agreement requires that a student, in order to avail himself or herself of articulated credit, will meet all the course requirements of the articulated secondary courses as outlined in the QC/TCVR Vocational Plan.

3. Every high school in the QC/TCVR that offers one or more of the above program/s to its students is eligible to participate in this agreement. The QC/TCVR assures the BHC that the program competencies, as outlined in the Vocational Plan, are covered in each high school setting.

   Participating secondary schools: *Aledo, Geneseo, Moline, Orion, Riverdale, Rock Island, Rockridge, UT AVC, UTHS*

4. In order for articulated credit to be granted, the student must enroll in Black Hawk College within 18 months following high school graduation. After completion of 6 college semester hours, the student may make application for the articulated credit.

5. Should a student, who is scheduled to receive college credit under the terms of this agreement, fail to make satisfactory progress in the next higher course, the student may be required to transfer back to a lower level course at the discretion of the BHC faculty.

6. Each high school and the program faculty member(s) will strive to inform their students of this community college opportunity and facilitate the conditions of the agreement.

7. This agreement will be subject to review and renewal in the month of February of each year thereafter. Either party to this agreement may withdraw from the agreement given one year's notice.

ARTICULATED COURSES FOR CREDIT

Secondary: *I375 & I475 Adv. Mech. Drafting I & II* Grade Standard B

College: *GT 101 Basic Tech Drafting*

Secondary: _____ Grade Standard ___

College: _____

SPECIAL REQUIREMENTS:

AUTHORIZATION SIGNATURES:

QC/TCVR Official	BHC Department President/Dean
Program Advisor	BHC Program Instructor
Date	Date

ANNUAL REVIEW AND REAUTHORIZATION:

QC/TCVR Representative	Date	BHC Representative	Date
QC/TCVR Representative	Date	BHC Representative	Date
QC/TCVR Representative	Date	BHC Representative	Date
QC/TCVR Representative	Date	BHC Representative	Date
QC/TCVR Representative	Date	BHC Representative	Date

MASTER COURSE LISTING
I101 = Production Technology
I111 = Transportation Technology
I121 = Communication Technology
I131 = Energy Utilization Technology
I141 = Technical Art
I261 = Mechanical Drafting
I262 = Architectural Drafting
I266 = Independent Drafting Specialization
I271 = Drafting II
I375 = Advanced Mechanical Drafting I

COURSE DELIVERY MATRIX SYSTEM NAME: Quad-City Vocational Region 31 MAY 91

PROGRAM TITLE: Drafting/CAD 48.0101

SITE #	SITE	I101	I111	I121	I131	I141	I261	I262	I266	I271	I375	APPROVAL ISBE USE ONLY
APPROVAL CODE		3	3	3	3	3	1	1	1	1	1	
Credits per Course per Year		.5	.5	.5	.5	.5	.5	.5	.5	1	2.5	
A 01	QC - Aledo High School #201	X	X	X			X	X			K	A
B 04	QC - Cambridge High School #227											
C 06	QC - J. D. Darnall High School	X	X	X	X		X	X			K	A
D 07	QC - Kewanee High School #229	X	X	X	X		X	X		X		A
E 08	QC - Moline High School #40	X	X	X	X		X		X	X	K	A
F 10	QC - Orion High School #223	X	X	X	X		X	X	X		K	A
G 11	QC - Riverdale High School #100			X			X	X			K	A
H 12	QC - Rock Island High School #41	X	X	X	X	X					X	A
I 13	QC - Rockridge High School #300	X		X			X	X	X		K	A
J 14	QC - Sherrard High School #200	X	X	X	X	X	X	X	X	X		A
K 20	QC - U.T. Area Vocational Center										X	A
L 16	QC - United Township High School	X		X	X	X	X	X	X	X	K	A
M 17	QC - Westmer High School #203											
N 02	TC - Annawan High School #226											
O 03	TC - Bradford High School #1											
P 05	TC - Galva High School #224	X	X	X	X					X		A
Q 09	TC - Neponset High School #307											
R 15	TC - Toulon-LaFayette High School #2											
S 18	TC - Wethersfield High School #230	X	X	X	X	X	X			D		A
T 19	TC - Wyoming High School #71	X	X	X	X		D	D		D		A
U 22	XX - BHC East Campus											
V 21	XX - Outside of Region											

MASTER COURSE LISTING
I385 = Advanced Architectural Drafting I
I475 = Advanced Mechanical Drafting II
I485 = Advanced Architectural Drafting II
X401 = C401 Interrelated Cooperative Education

COURSE DELIVERY MATRIX SYSTEM NAME: Quad-City Vocational Region 31 MAY 91

PROGRAM TITLE: Drafting/CAD 48.0101

SITE #		SITE	I385	I475	I485	X401	APPROVAL ISBE USE ONLY
APPROVAL CODE			1	1	1	1	
Credits per Course per Year			2.5	2.5	2.5	V	
A	01	QC - Aledo High School #201	K	K	K		A
B	04	QC - Cambridge High School #227					
C	06	QC - J. D. Darnall High School	K	K	K	X	A
D	07	QC - Kewanee High School #229				X	A
E	08	QC - Moline High School #40	K	K	K	X	A
F	10	QC - Orion High School #223	K	K	K	X	A
G	11	QC - Riverdale High School #100	K	K	K	K	A
H	12	QC - Rock Island High School #41		X	X	X	A
I	13	QC - Rockridge High School #300	K	K	K	X	A
J	14	QC - Sherrard High School #200				X	A
K	20	QC - U.T. Area Vocational Center	X	X	X	X	A
L	16	QC - United Township High School	K	K	K		A
M	17	QC - Westmer High School #203					
N	02	TC - Annawan High School #226					
O	03	TC - Bradford High School #1					
P	05	TC - Galva High School #224				X	A
Q	09	TC - Neponset High School #307					
R	15	TC - Toulon-LaFayette High School #2					
S	18	TC - Wethersfield High School #230				D	A
T	19	TC - Wyoming High School #71				D	A
U	22	XX - BHC East Campus					
V	21	XX - Outside of Region					

48.0101 Drafting/CAD

Course Title Index

Index	Course No.	Course Title
AA:	I101	Production Technology
AB:	I111	Transportation Technology
AC:	I121	Communication Technology
AD:	I131	Energy Utilization Technology
AE:	I141	Technical Art
AF:	I261	Mechanical Drafting
AG:	I262	Architectural Drafting
AH:	I266	Independent Drafting Specialization
AI:	I271	Drafting II
AJ:	I375	Advanced Mechanical Drafting I
AK:	I385	Advanced Architectural Drafting I
AL:	I475	Advanced Mechanical Drafting II
AM:	I485	Advanced Architectural Drafting II
AN:	I0J3	On-The-Job
AO:	IPS3	Post-Secondary
AP:	ISO3	Student Organization
AQ:	X401	C401 Interrelated Cooperative Education

	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM	AN	AO	AP	AQ
A Planning and Organizing Activities																	
001 Determine scope of a drafting job						I	I	R	R	R	R	M	M				
002 Determine numbers and sizes of drawings						I	I	R	R	R	R	M	M				
003 Apply appropriate drafting standards to drawings						I	I	R	R	R	R	M	M				
004 Select appropriate drafting techniques for assigned drawings						R	R	R	R	R	R	M	M				
005 Maintain supporting documents for drawing files						I	I	R	R	R	R	M	M				
B Researching Information																	
001 Locate information using manufacturers' catalogs								I	R		I		M				
002 Locate information using engineering handbooks								I	R	I		M					
003 Locate information using microfilm files														M	M		
004 Locate information using computer data files						I	I	R	R	R	R	M	M				
005 Confirm materials availability								I	R		I	R	M				
006 Research architectural graphic standards								I	M	I	I	M	M				
C Performing General Office Procedures																	
001 Maintain client rapport								I	R	I	I	M	M				
002 Participate in client conferences								I	R	I	I	R	R				
003 Interpret plans						I	I	R	M	R	R	M	M				
004 Coordinate work with engineering personnel								I	R	I	I	R	R				
005 Coordinate work with welding shop personnel								I	R	I		R					
006 Coordinate work with sheet metal shop personnel								I	R	I		R					
007 Coordinate architectural drawings							I	R	M		R		M				
008 Coordinate civil drawings								I	R		I		M				
009 Coordinate structural drawings								I	R		I		R				
10 Coordinate mechanical drawings						I		I	R	I		M					
011 Coordinate electrical drawings							I	R	R	I	R		R				
012 Coordinate other drawings						I	I	R	R	R	R	M	M				
013 Check plan dimensions						I	I	R	M	I	R	M	M				
014 Maintain drafting instruments and equipment						R	R	R	M	I	R	M	M				
015 Clean drafting instruments and equipment						R	R	R	M	I	R	M	M				
016 File original working drawings								R	R	R	I	R	R	M			
017 Maintain and care for CAD work station						R	R	M	M	M	R	M	M				
018 Start up, log/on, retrieve, save, log/off and shut down CAD system								R	R	R	R	M	M				
019 Analyze and communicate equipment failure						I		R		R	R						
020 Produce schedules							I	R		R	I	M	M				
D Preparing Sketches																	
001 Draw freehand sketches								R	R	R	R	M	M				
002 Draw isometric sketches				R	R	R	R	R	R	R	R	M	M				
003 Draw orthographic sketches				R	R	R	R	R	R	R	R	M	M				
004 Draw pictorial sketches				R	R	R	R	R	R	R	R	M	M				
005 Read and transfer measurements				R	R	R	R	R	R	R	R	M	M				
006 Prepare proportional design sketches						I	I	R	R	R	R	M	M				
007 Draw oblique sketches								R	R	R	R	M	M				

I=Introduce R=Reinforce M=Master

	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM	AN	AO	AP	AQ
E Performing Basic Layouts																	
001 Work from written instructions to produce drawings					R	R	R	R	R	M	M	M	M				
002 Work from verbal instructions to produce drawings					R	R	R	R	R	M	M	M	M				
003 Perform basic layouts to specified tolerances					R	R	R	R	R	M	M	M	M				
004 Render designs in pencil							I	R	R	M	M	M	M				
F Detailing Drawings																	
001 Draw individual parts from assembly drawings						I		R	R	R		M					
002 Draw individual parts from existing parts								R	R	R	I	M	M				
003 Interpret assembly drawings								R	R	R		R					
004 Draw orthographic projections					R	R		R	R	R	R	M	M				
005 Draw sectional views						R	R	R	R	R	R	M	M				
006 Draw auxiliary views						I	I	R	R	I	R	M	M				
007 Draw isometric views					R	R	R	R	R	I	R	M	M				
008 Draw intersection and development drawings						I	I		R			M	M				
009 Dimension and tolerance drawings						I	I	R	R	R	R	M	M				
010 Apply geometric tolerances to drawings								R	R	R	I	R	R				
011 Apply standard fits to drawings								R	R	R	I	R	R				
012 Apply x-y coordinate dimensioning standards to drawings								R	R	R	I	M					
013 Add title block information to drawings					R	R	R	R	M	R	R	M	M				
014 Letter presentation drawings					I	I	I	R	M	I	R	M	M				
015 Note special instructions on drawings						I	I	R	R	I	R	M	M				
G Using Reproduction Techniques																	
001 Reproduce drawings on blueprint machines								I	R	I	I	M	M				
002 Reproduce drawings on dry copy machines								I	M	I	I	M	M				
03 Create hard copy using a plotter					R	R	R	R	M	R	R	M	M				
004 Create hard copy using a printer								R	M	R	R	M	M				
005 Copy existing drawings using digitizing techniques					R	R	R	R	R	R	R	M	M				
H Performing Presentation Techniques																	
001 Prepare plan abbreviations list								I	R	I	I	M	M				
002 Produce graphs					I	I	I	R	R	R	R	M	M				
003 Produce flow diagrams					I	I	I	R	R	R	R	M	M				
I Producing Architectural Drawings																	
001 Construct architectural symbols							I	R	R		R		M				
002 Produce representative architectural drawings							I	R			R		M				
003 Interpret local, state and federal architectural codes							I	R	R		R		R				
005 Check architectural drawings							I	I	R		R		M				
006 Draw presentation floor plans							I	I	R		R		M				
007 Draw presentation elevation views							I	I	R		I		M				
008 Draw one point interior presentation views								R	R		I		M				
009 Draw two point interior presentation views								R	R		I		M				
010 Draw exterior perspective views								R	R		R		M				
011 Illustrate landscape features							I	I	R		R		M				
012 Sketch preliminary plan layouts							I	R	R		R		M				
013 Sketch preliminary elevations							I	R	R		I		M				
014 Sketch preliminary sections								R	R		R		R				

I=Introduce R=Reinforce M=Master

	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM	AN	AO	AP	AQ
015 Draw scaled floor plans							I	R	R		R		M				
016 Draw foundation plans							I	I	R		R		M				
017 Draw foundation sections								R	R		R		M				
018 Reproduce common plan features								R			I						
019 Draw exterior elevations							I	I	R		R		M				
020 Draw framing plans								I	R		R		M				
021 Draw typical wall sections							I	I	R		I		M				
022 Draw parapet and roof sections													I	M			
023 Dimension section drawings						I	I	R	R	R	I	M	M				
024 Draw stair sections								R	R		I		M				
025 Draw fireplace sections														M			
026 Draw chimney sections														M			
027 Draw door sections													I				
028 Draw window sections													I	M	M		
029 Draw bathroom sections								R	R		R		R	M	M		
030 Draw cabinet sections and details								R	R		R		M				
032 Draw door and window schedules							I	R	R		R		M	M			
033 Draw finish schedules							I	R	R		R		M				
034 Draw floor sections							M	M									
035 Draw attic sections														M	M		
036 Draw shaft sections														M			
037 Draw typical closet sections														M			
038 Prepare residential house plumbing plans														M	M		
039 Prepare residential house HVAC plans													I				
040 Prepare residential house electrical plans														M			
I Drawing Light Commercial Building Plans																	
01 Draw commercial building floor plans													M	M			
002 Draw commercial building foundation plans													M				
003 Draw commercial building framing plans													M				
004 Draw commercial building roof plans													R				
005 Draw commercial building site plans													M				
006 Draw commercial building elevations													M				
007 Construct commercial building section drawings													M				
008 Prepare commercial building door, window and finish schedules													M				
009 Prepare commercial building plumbing plans														M	M		
010 Prepare commercial building HVAC plans													I	M			
011 Prepare commercial building electrical plans								R			I		R	M			
012 Prepare commercial building landscape plans								R			I		M				
013 Dimension commercial building plans								R			I		M				
014 Check commercial building plans								R			I		M				
015 Prepare commercial building quantity estimates								R			I		R	M			
K Producing Structural Working Drawings																	
001 Construct structural drafting symbols								R			I		R	M	M		
002 Interpret local, state and federal structural codes								R	R		I		R		M		
003 Prepare bills of materials from structural drawings								R			I		R		M		
004 Draw structural steel plans													I		M		
005 Dimension structural steel drawings								R			I		R		M		

I=Introduce R=Reinforce M=Master

	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM	AN	AO	AP	AQ
006 Draw beam connections													I		M		
007 Construct column detail drawings													I		M		
008 Construct detail truss drawings for timber								R			I		R		M		
009 Prepare structural foundation and slab plans								R			I		R				
010 Prepare structural floor framing plans								R			R		M				
011 Prepare structural roof framing plans								R			R		M				
012 Draw structural sections and details							I	R			R		R		M		
013 Draw structural concrete foundation plans							I	R			R		M				
014 Prepare column and beam schedule for structural steel													I		M		
015 Prepare column and beam schedule for reinforcing steel													I				
016 Check structural drawings													I				
L Producing Mechanical Working Drawings																	
001 Construct mechanical drafting symbols						I		R	R	R		M					
002 Construct sheet metal drafting symbols							I		R			M					
003 Construct tool design symbols												I		M	M		
004 Prepare bills of materials from mechanical drawings						I		R	R	R		M					
005 Produce parts lists for mechanical assembly drawings								R	R	R		M					
006 Construct mechanical orthographic assembly drawings								I	R	I		M					
007 Construct mechanical orthographic subassembly drawings								I	R	I		M					
008 Detail components of mechanical orthographic assembly drawings						I		R	R	R		M					
009 Detail components of mechanical orthographic subassembly drawings						I		R	R	R		M					
010 Construct mechanical isometric assembly drawings						I		R	R	R		M					
011 Construct mechanical isometric subassembly drawings						I		R	R	R		M					
012 Construct mechanical isometric exploded view drawings								I	M	I		M		M	M		
13 Construct jig drawings								I		I		R		M	M		
014 Construct fixture drawings								I		I		R					
015 Construct sheet metal development drawings												R		M	M		
016 Construct HVAC drawings												R		M	M		
017 Construct forming die drawings												R		M	M		
018 Check mechanical drawings								I	R	I		M					
019 Design new equipment								I	R	I		R		M	M		
M Producing Electrical and Electronic Working Drawings																	
001 Construct electrical drafting symbols							I	R			R		M				
002 Construct electronic drafting symbols												I		M	M		
003 Prepare bills of materials from electrical drawings														M	M		
004 Prepare bills of materials from electronic drawings														M	M		
005 Interpret local, state and federal electrical codes								I			I		R	M	M		
007 Draw electrical schematic diagrams													R				
N Producing Civil Engineering Drawings																	
001 Produce detailed construction drawings						I	I	R			R		M				
002 Develop topographical profiles						I	I	R			R		M		M		
003 Develop specification sheets for highway construction													I	M			
004 Develop specification sheets for river and harbor improvements														M			
005 Produce plans for flood control														M			

I=Introduce R=Reinforce M=Master

48.0101 Drafting/CAD

	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM	AN	AO	AP	AQ
O Using CAD Command Processes																	
001 Build data base						I	I	R	R	R	R	M	M				
002 Edit data base						I	I	R	R	R	R	M	M				
003 Create plotter files								R	R	R	R	M	M				
004 Create disk files						R	R	R	R	R	R	M	M				
005 Copy disk files						I	I	R	M	R	R	M	M				
006 Execute specialized programs						R	R	R	M	R	R	M	M				
007 Develop backup files						I	I	R	M	R	R	M	M				
008 Restore backup files						I	I		M	R	R	M	M				
009 Develop configure/control changes								R						M			
010 Develop execute lists using command language						I	I		M	R	R	M	M				
011 Write simple FORTRAN program														M	M		
P Producing Drawings Using CAD																	
001 Generate grid on drawing						R	R	M	M	M	M	R	R				
002 Select appropriate geometry to create lines, circles and arcs						R	R	M	M	M	M	R	R				
003 Select appropriate geometry to create curves, tangents, fillets, chamfers and bevels						R	R	M	M	M	M	R	R				
004 Develop three-dimensional drawings						I	I	R	M	R	R	M	M				
005 Select appropriate line work, weights and color						R	R	R	M	R	R	M	M				
006 Apply layering techniques						R	R	R	M	R	R	M	M				
ZA Identifying Employment Opportunities																	
001 Identify requirements for job	X	X	X	X	X	X	X	X	X	X	X	X	X				X
002 Investigate educational opportunities	X	X	X	X	X	X	X	X	X	X	X	X	X				X
03 Investigate occupational opportunities	X	X	X	X	X	X	X	X	X	X	X	X	X				X
004 Locate resources for finding employment	X	X	X	X	X	X	X	X	X	X	X	X	X				X
005 Confer with prospective employers	X	X	X	X	X	X	X	X	X	X	X	X	X				X
006 Identify job trends	X	X	X	X	X	X	X	X	X	X	X	X	X				X
ZB Applying Employment Seeking Skills																	
001 Locate job openings	X	X	X	X	X	X	X	X	X	X	X	X	X				X
002 Document skills and abilities (resume)	X	X	X	X	X	X	X	X	X	X	X	X	X				X
003 Prepare for interview	X	X	X	X	X	X	X	X	X	X	X	X	X				X
004 Participate in interview	X	X	X	X	X	X	X	X	X	X	X	X	X				X
005 Complete required tests	X	X	X	X	X	X	X	X	X	X	X	X	X				X
006 Complete required forms	X	X	X	X	X	X	X	X	X	X	X	X	X				X
007 Write application letter	X	X		X	X	X	X	X	X	X	X	X	X				X
008 Write follow-up letter	X	X		X	X	X	X	X	X	X	X	X	X				X
009 Write acceptance letter				X	X	X	X	X	X	X	X	X	X				X
010 Evaluate job offer				X	X	X	X	X	X	X	X	X	X				X
011 Evaluate job rejection				X	X	X	X	X	X	X	X	X	X				X
ZC Interpreting Employment Capabilities																	
001 Match interest to job area	X	X	X	X	X	X	X	X	X	X	X	X	X				X
002 Match aptitudes to job area	X	X	X	X	X	X	X	X	X	X	X	X	X				X
003 Verify abilities	X	X	X	X	X	X	X	X	X	X	X	X	X				X
004 Identify immediate work goal	X	X	X	X	X	X	X	X	X	X	X	X	X				X

I=Introduce R=Reinforce M=Master

Appendix F-2

QUAD-CITY
TRI-COUNTY **VOCATIONAL REGIONS**

1275 42nd Avenue ▪ East Moline, IL ▪ 61244-4100
(309)752-1691

"Educating for Employment in Illinois"

Aledo
School District 201

Annawan
School District 226

Bradford
School District 1

Cambridge
School District 227

Galva
School District 224

Geneseo
School District 228

Kewanee
School District 229

Moline
School District 40

Neponset
School District 307

Orion
School District 223

Riverdale
School District 100

Rock Island
School District 41

Rockridge
School District 300

Sherrard
School District 200

Toulon-LaFayette
School District 2

United Township High
School District 30

Westmer
School District 203

Wethersfield
School District 230

Wyoming
School District 71

UT Area Vocational Center

Black Hawk College
District 503

MINUTES
SPECIAL MEETING
OF THE
TRI-COUNTY VOCATIONAL REGION
BOARD OF CONTROL
March 21, 1991
7:30 a.m.

The Board of Control of the Tri-County Vocational Region met March 21, 1991 at Jack's in Kewanee, Gary Harrison, TCVR Board President presiding.

The following members and staff were present:

X	Annawan-Tuisl		Neponset-White
	Bradford-Connelly	X	Toulon-LaFayette-Turner
X	Galva-Owens	X	Wethersfield-Harrison
		X	Wyoming-Bell

Cooperative Joint Education Agreement

R. Tuisl moved the Board approve the Cooperative Joint Education Agreement between Black Hawk College and Tri-County Vocational Region providing for the Basic Nurse Assistant, Micro Computer Applications Courses, Basic Vehicle Mechanics Courses, and Introduction to Graphic Design and Production Courses be approved, seconded by Bill Owens. Discussion followed. The provision in Section 19 which refers to "participating high school districts will be required to provide specialized tools . . ." was interpreted to be a matter of local control. Motion passed 5 to 0.

Ronald J. Tuisl
Secretary

Black Hawk
COLLEGE
P.O. Box 489
Kewanee, Illinois 61443-0489
(309) 852-5671
FAX (309) 856-6005

April 23, 1991

Ms. Karen Johnson
Tri-County Vocational Region
United Township High School
1275 42nd Avenue
E. Moline, IL 61244

Dear Karen:

Attached is a copy of the official signed agreement between our organizations. I am retaining the originals here on campus, and will make those available as necessary.

We appreciate your cooperation in setting up this fine program, and we believe it will benefit your students greatly. We have designated a date of Friday, June 28, 1991, as the deadline for enrollment in the proposed high school courses. After that date, high school students will be able to sign up, but will be able to sign up only on an open basis because we will also be enrolling other individuals in those classes if the classes are not filled with a maximum of 15 students by that time.

We feel confident that the courses offered will be popular and the first joint effort between the college and the various signatories to the contract will be successful. I can assure you that the college will make every effort to provide a high quality course for our students and that the schools will be very happy with the results.

The details of how each individual district will be paying for the courses is really up to the individual districts. There are many plans being discussed by the various boards of education at this time, and it appears that no single approach is being followed by all school districts involved. The college will be happy to work with the individual students and school districts in working out any payment plan that might be possible and would welcome any discussions that may ensue regarding topic. If individual school boards would like representatives from the college to attend a board meeting to discuss this proposed plan, I would welcome them to let us know when you would like someone to be present.

For those school districts who have plans to send students to our Auto Program, they may wish to contact Mr. Gary Pheiffer so that the tool sets required can be ordered and made available at the time that the students begin classes. A special list of proposed tools is attached to this document along with the course outlines for each of the proposed courses.

Equal Opportunity in admissions, employment, and programming

Enclosed are Applications for Admission, which should be completed and returned when registering for classes.

I hope that you will find everything satisfactory and in keeping with our mutual intent to offer some very fine educational offerings for our students. If you have any questions, please do not hesitate to contact me.

Sincerely,

BLACK HAWK COLLEGE-EAST CAMPUS

Charles Warthen

Charles O. Warthen, Ed.D.
President

CW/bh
Attachment (10)

A JOINT EDUCATIONAL AGREEMENT

BETWEEN

TRI-COUNTY VOCATIONAL REGION (TCVR)

CAMBRIDGE COMMUNITY UNIT SCHOOL DISTRICT #227

KEWANEE COMMUNITY UNIT SCHOOL DISTRICT #229

AND

BLACK HAWK COLLEGE DISTRICT #503

THIS AGREEMENT is entered into this 7th day of March, 1991, by and between the Board of Control of Tri-County Vocational Region, hereinafter referred to as TCVR, Cambridge Community Unit School District #227, Kewanee Community Unit School District #229 and the Board of Trustees of Community College District No. 503, Black Hawk College hereinafter referred to as Black Hawk College, for the expressed purpose of providing additional educational programs to the students enrolled in schools which are members of the Tri-County Vocational Region involved in this agreement.

Programs provided under this agreement

BY: Black Hawk College District #503

Basic Nurse Assistant (Certificate Program)-7 Semester Hours.
MicroComputer Applications Courses-6 Semester Hours.
Basic Vehicle Mechanics Courses-6 Semester Hours.
Introduction to Graphic Design and Production Courses-6 Semester Hours.

WITNESSETH:

WHEREAS, it is the desire of the parties hereto to expand educational services to the greatest number of students in each district served by the parties, and

WHEREAS, by means of this agreement, the parties hereto desire to share programs available at Black Hawk College and thereby maximize the utilization of the finances, facilities, equipment, and personnel of this institution, and by so doing, provide educational services that might otherwise be impracticable for any of the high school districts individually:

NOW THEREFORE, in consideration of the mutual covenants hereinafter contained, the parties hereto agree as follows:

1. INSTITUTIONAL IDENTIFICATION

For the purposes of the agreement, the TCVR member districts, Cambridge Community Unit School District #227, and Kewanee Community Unit School District #229, sending the students to Black Hawk College will be referred to as the "Sending Schools," and the college receiving students from TCVR member districts will be referred to as the "Receiving College."

2. TERMS OF AGREEMENT

Educational courses and programs offered by the parties to this agreement shall be approved courses or programs by the Illinois Community College Board at the "Receiving College."

3. EFFECTIVE DATE OF AGREEMENT

This agreement shall become effective at the start of the fall semester of 1991.

4. DURATION OF AGREEMENT

This agreement shall remain in effect for the 1991-92 academic year (August 1991 - May 1992).

5. AMENDMENTS TO AGREEMENT

Amendments and/or revisions to this agreement may be made at any time by mutual consent of all parties in writing. Such amendments and/or revisions shall be prepared in the form of an addendum agreement. The procedure for approval of such addenda and/or revisions shall follow the same procedure employed in securing approval by all parties in the original cooperative agreement.

6. CLASS SCHEDULES

Schedules of classes will be exchanged by the participating schools. Students enrolled will follow the academic calendar of Black Hawk College.

7. REGISTRATION/CREDIT

Students, age 16 or above, shall register on a "first come - first serve" basis with the "Receiving College" and shall be considered members of that district for the terms of their enrollments. Upon successful completion, courses taken at the college as part of this agreement will be acceptable for credit toward completion of the appropriate degree or certificate program at Black Hawk College.

The Superintendent of each participating high school may also award appropriate high school credit toward graduation for the course work taken through this cooperative agreement.

8. ADDITIONAL EDUCATIONAL SERVICES

The "Receiving College" shall provide access to its Learning Resources Center and other instructional resources for students from the "Sending Schools," equal to those provided for any other student at its campus.

The "Receiving College" shall also provide counseling, guidance, and other services that will facilitate the learning process.

9. STUDENT ACTIVITIES

The "Receiving College" shall maintain all attendance records and shall issue any and all appropriate degrees or certificates to the students completing the educational programs. It will report student attendance on a weekly basis to each local school district who is participating in the agreement. The college will also provide all necessary on-campus supervision.

10. RECORDS/ELIGIBILITY

The "Receiving College" shall maintain appropriate course records for students from the "Sending Schools" in accordance with standard procedures while that student is in attendance in the "Receiving" institution and will provide copies of said records to the participating high schools upon request. The "Receiving College" will report failing students to each local district on a weekly basis along with attendance. At the conclusion of each semester, the college will send a report of the final grades to each participating school district.

11. STUDENT ENROLLMENTS

For the programs covered under this agreement, Black Hawk College, the TCVR member districts, Cambridge Community Unit School District #227 and Kewanee Community Unit School District #229 are considered one district. The single exception to the above shall be Bradford Community Unit School District #1, which is an out-of-district high school. Students participating in this Agreement from Bradford Community Unit School District #1 shall be required to pay out-of-district tuition rates.

12. IDENTIFICATION OF CONDITIONS OF AGREEMENT TO STUDENTS

It shall be the responsibility of the "Sending School" to identify the terms of this agreement to their students going to the "Receiving College."

13. DISCIPLINE

Situations requiring disciplinary intervention will be handled by Black Hawk College staff according to the regular Black Hawk College Student Handbook and in consultation with the appropriate local district. Individual local district decisions on "local discipline" would not impact the student's attendance at Black Hawk College, except in the case of expulsion. For example, local suspension would not prevent the student from attending class at Black Hawk College. (Rationale is based upon the fact that the student is a regular tuition paid Black Hawk College student.)

14. INSTRUCTORS

Instructors will be hired by Black Hawk College and paid according to Black Hawk College policies. Instructors do not require high school certification as the classes are taught at Black Hawk College. (This is substantiated by an ISBE legal opinion.)

15. REIMBURSEMENT

The "Receiving College" shall be eligible to file all claims for reimbursement for any student enrolled in its classes.

16. INSURANCE

Students at the "Receiving College" shall be covered by the terms of their liability insurance while on the premises of the "Receiving College."

17. EMERGENCIES

In the event of an emergency:

(a) Proper first aid practices should be employed by the "Receiving College."

(b) Next-of-kin or designated individual shall be notified.

(c) Participating school districts shall provide emergency health cards and other pertinent health information to the "Receiving College."

18. TRANSPORTATION

Students shall be responsible and liable for their own transportation to and from the "Receiving College" unless such transportation is provided by the local participating school district.

19. EDUCATIONAL CHARGES FOR SERVICES RENDERED

No charge backs will be made by the "Receiving College" to "Sending Schools" for students attending under the provisions of this agreement. For the purposes of construction space support, FTE enrollment in the classes taken at the "Receiving" institution shall be reported by the "Receiving" institution.

Either the "Sending Schools" or individual students shall be responsible for tuition and fees. Tuition and fees shall not exceed the rate regularly charged by the "Receiving College." (Refer to Appendix A for rate schedule.) Participating high school districts will be required to provide specialized tools for participating students in the Basic Vehicle Mechanic courses.

20. LOCATION

All classes related to this agreement shall be offered at Black Hawk College, East Campus.

21. ANNUAL PROGRAM REVIEW AND FOLLOW-UP STUDIES

The schools involved in this cooperative agreement agree to participate in all follow-up studies conducted as a part of the District's annual program review.

22. TITLE IX

The provisions, an extension of the Federal Affirmative Action Program, designed to eliminate sex discrimination in institutions of higher education will be complied with.

23. NOTIFICATION

Black Hawk College does not discriminate on the basis of race, color, religion, sex, national origin, handicap, or age in the recruitment and admission of students, the recruitment and employment of faculty and staff, or the operation of its educational programs as specified by Federal laws and regulations. The coordinator of compliance is Barbara Hanes, 796-1311, Ext. 1343.

24. ASSURANCE STATEMENT

It shall be agreed that parties participating in this program will not discriminate in employment opportunities on the basis of race, color, national origin, sex, or handicap.

25. ENTIRE AGREEMENT

This agreement contains all the terms, covenants, and conditions between the parties and no modifications, additions, waivers, or alterations shall be binding unless in writing and signed by the parties hereto.

This agreement shall be subject to the approval of the Illinois Community College Board, the Illinois Board of Higher Education, and the Illinois State Board of Education.

IN WITNESS THEREOF, the parties hereto have executed this Agreement in two (2) counterparts, each of which shall be deemed an original, as of the date and year first above written.

BOARD OF TRUSTEES OF COMMUNITY COLLEGE DISTRICT NO. 503

By: _____ Chairperson of the Board

By: _____ ~~College President~~ Sec. & the Board

By: _____ College Chancellor

Attest: _____ ~~Secretary to the Board~~ College President

Date: April 4, 1991

BOARD OF CONTROL OF TRI-COUNTY VOCATIONAL REGION

By: _____ Chairperson of the Board

By: _____ TCVR System Director

Attest: _____ Secretary to the Board

Date: March 21, 1991

BOARD OF EDUCATION OF CAMBRIDGE COMMUNITY UNIT SCHOOL DISTRICT #227

BY: _____ Chairperson of the Board

Attest: _____ Secretary to the Board

Date: April 4, 1991

BOARD OF EDUCATION OF KEWANEE COMMUNITY UNIT SCHOOL DISTRICT #229

BY: _____ Chairperson of the Board

Attest: _____ Secretary to the Board

Date: March 28, 1991

Att. to B.R. #4847
March 7, 1991

Exhibit 1

BLACK HAWK COLLEGE
LABORATORY FEES IN ADDITION TO REGULAR TUITION RATES
EFFECTIVE 1991-92

			Proposed Lab Fees District	QC	East
Baccalaureate and Career Courses					
ACCT	103	Accounting Lab	10.00		
ACCT	104	Accounting Lab I	10.00		
ACCT	120	Computer Accounting	15.00		
ACCT	250	Federal Income Tax Procedures	5.00		
AG	025	Computerized Coor. Financial Statements	9.50		
AG	100	Introduction to Agriculture	2.00		
AG	101	Agri-Business Seminar	2.00		
AG	103	Agricultural Production Work Seminar	2.00		
AG	106	Horse Science Technology Seminar	2.00		
AG	107	Horse Science Work Experience	5.00		
AG	108	Agricultural Production Work Experience	5.00		
AG	109	Agri-Business Work Experience	5.00		
AG	122	Farm Mang	5.00		
AG	125	Computers in Agriculture	6.00/cr.hr.		
AG	131	Soils and Soil Fertility	8.50		
AG	132	Field Crop Science (2nd sem.)	5.00		
AG	133	Agricultural Chemicals (2nd sem.)	1.00		
(a)AG	143	Horses and Horsemanship	355.00		
AG	151	Materials Handling Equipment	5.00		
(a)AG	167	Fundamentals of Horse Handling & Training	355.00		
AG	207	Horse Science Tech. Work Experience	5.00		
AG	208	Agricultural Production Work Experience	2.00		
AG	209	Agri-Business Work Experience	2.00		
AG	214	Agriculture Business Records	5.00		
AG	223	Adv Farm Mang	25.00		
AG	225	Computer Applications in Agriculture	18.00		
AG	226	Intro. to Coor. Financial Statement	17.00		
AG	241	Animal Science	9.00		
AG	244	Swine Science	4.00		
AG	245	Beef Science	8.75		
AG	246	Meat Animal Evaluation	8.75		
(a)AG	261	Principles and Methods of Stock Seat Equitation	355.00		
(a)AG	262	Principles and Methods of English Equitation - Hunt and Saddle	355.00		
(a)AG	263	Methods of Teaching Horsemanship	355.00		
(a)AG	264	Advanced Horse Training and Development	355.00		
(a)AG	265	Dressage	355.00		
(a)AG	266	Horse Show Preparation and Management	355.00		
AG	282	Introduction to Soil Science	3.25		
AG	283	Field Crop Science	3.25		
AG	285	Animal Science	9.00		
AG	287	Introductory Agricultural Mechanics	7.50		
ART	101	Visual Design	15.00		
ART	111	Visual Design			20.00
ART	121	Drawing and Drawing Theory			15.00

(a) Unless enrolled concurrently in another course in which a lab fee for stall rent and feed has been paid

			Proposed Lab Fees District QC	East
ART	122	Drawing and Drawing Theory		15.00
ART	130	Survey of Materials and Methods	10.00	
ART	200	Art Problems	15/25/35.00	
ART	201	Life Drawing	35.00	
ART	202	Life Composition	35.00	
ART	209	Intro to Watercolor Painting I		12.75
ART	211	Painting		12.75
ART	212	Painting		12.75
ART	221	Printmaking	20.00	
ART	231	Photography	15.00	
ART	232	Photography	15.00	
ART	241	Calligraphy and Layout	10.00	
ART	246	Graphic Design	30.00	
ART	248	Commercial Art	30.00	
ART	251	Sculpture	25.00	
ART	252	Sculpture	25.00	
ART	261	Jewelry	25.00	
ART	262	Jewelry	25.00	
ART	271	Ceramics	20.00	
ART	272	Ceramics	25.00	
ASTRO	101	Descriptive Astronomy/Study Unlimited	3.00	
ASTRO	101	Descriptive Astronomy	15.00	
ASTRO	102	Descriptive Astronomy	3.00	
BA	139	Money Management/Investment		5.00
BA	160	Math as Applied to Business		7.50
BA	220	Business Statistics		5.00
BA	220	Business Statistics		5.00
BARB	101	Science and Practice of Barbering I	40.00	
BARB	102	Science and Practice of Barbering II	40.00	
BARB	103	Science and Practice of Barbering III	40.00	
BE	101	Office Accounting	6.00	
BE	103	Recordkeeping for Small Business	-	
BE	106	Records Management	6.00	
BE	110	Data Entry Applications	12.00	
BE	122	Office Procedures	6.00	
BE	131	Beginning Gregg Shorthand	6.50	
BE	132	Intermediate Gregg Shorthand	6.50	
BE	135	Speedwriting Shorthand I	6.50	
BE	136	Speedwriting Shorthand II	6.50	
BE	140	Basic Keyboarding	6.50	
BE	141	Beginning Typewriting/Keyboarding	12.00	
BE	142	Intermediate Typewriting/Keyboarding	12.00	
BE	144	Concepts of Information/Word Processing	6.00	
BE	145	Information/Word Processing I	6/18.00	
BE	146	Information/Word Processing II	18.00	
BE	148	Beginning Medical Transcription	12.00	
BE	151	Legal Terminology and Procedures	6.00	
BE	160	Machine Transcription	12.00	
BE	180	Business Communications	6.00	
BE	233	Advanced Gregg Shorthand	6.50	
BE	241	Keyboarding for Reports & Manuscripts	6.50	
BE	242	Keyboarding for Business Correspondence & Forms	6.50	

			Proposed Lab Fees District OC East
BE	243	Advanced Typewriting/Keyboarding	12.00
BE	245	Word Processing Applications	6/18.00
BE	247	Advanced Word Processing Applications	18.00
BE	248	Desktop Publishing	18.00
BE	250	Advanced Medical Transcription	12.00
BE	251	Medical Office Procedures	6.00
BE	253	Legal Transcription	12.00
BE	260	Office Management	-
BE	261	Seminar	-
BE	265	Internship	-
BE	299	Independent Study (Selected Sec. Only)	6.00
BIOL	101	General Human Biology	12.00
BIOL	105	General Biology	15.00
BIOL	106	General Biology	15.00
BIOL	145	Anatomy and Physiology	15.00
BIOL	146	Anatomy and Physiology	15.00
BIOL	190	General Zoology	12.00
BIOL	211	General Botany	12.00
BIOL	261	Microbiology	15.00
BKG	100	Principles of Baking	10.00
BKG	110	Introductory Baking	10.00
BKG	120	Advanced Baking	10.00
BKG	140	Classical Baking	10.00
BKG	150	Advanced Decorating	10.00
CD	200	Human Growth and Development (Sel. Sec. Only)	15.00
CD	201	Child Nutrition and Health	5.00
CD	202	Child Development Laboratory	5.00
CD	204	Child Development Practicum I	10.00
CD	206	Creative Activities for Young Child	10.00
CD	214	Practicum in Child Development II	10.00
CHEM	101	General Chemistry	15.00
CHEM	102	General Chemistry & Qual Analysis	15.00
CHEM	103	General Chemistry	15.00
CHEM	110	Introduction to Chemistry	15.00
CHEM	111	Principles of Organo-Bio-Chemistry	15.00
CHEM	115	Concentrated General Chemistry	15.00
CHEM	201	Quantitative Analysis	15.00
CHEM	202	Organic Chemistry	15.00
CHEM	202	Organic Chemistry	15.00
CHEM	203	Organic Chemistry I	15.00
CHEM	204	Organic Chemistry II	15.00
CHEM	207	Basic Biochemistry Laboratory	12.00
CHEM	215	Concentrated Organic Chemistry	15.00
CHEM	225	General Quantitative Analysis	12.75
CHEM	251	Organic Chemistry I	12.75
CHEM	252	Organic Chemistry II	12.75
CIP	100	Introduction to Data Processing	12.00
CIP	101	Intro to C P	-
CIP	102	Mainframe Computer Operations	18.00
CIP	103	Intro to Microcomputers	18.00
CIP	104	Intro to Programming w/BASIC	18.00
CIP	111	Problem solving Logic	5.00

			Proposed Lab Fees District	QC	East
CIP	121	Intro to RPGII/RPGIII Programming		22.50	18.00
CIP	132	Intro to COBOL Programming		22.50	18.00
CIP	165	Microcomputer Operating Systems	18.00		
CIP	204	DP Math/Advanced BASIC	18.00		
CIP	215	Computer Graphics	18.00		
CIP	221	Advanced RPGII/RPGIII		22.50	18.00
CIP	224	Advanced Integrated Software Applications	18.00		
CIP	226	Database Management	18.00		
CIP	230	Spreadsheet Analysis	18.00		
CIP	232	Advanced COBOL		22.50	18.00
CIP	247	"C" Programming	18.00		
CIP	251	Intro to Assembly Programming	18.00		
CIP	252	Advanced Assembly Programming	18.00		
CIP	260	Systems Design and Development	-		
CIP	265	Advanced Programming Concepts	22.50		
CIP	270	Field Project	-		
CIP	277	FORTRAN Programming	22.50		
CIP	299	Independent Study	-		
COMM	100	Communication Skills		5.00	
COS	101	Science and Prac of Cosmetology I	(b)		
COS	102	Science and Prac of Cosmetology II	(b)		
COS	103	Science and Prac of Cosmetology III	(b)		
CS	100	Introduction to Computers	25.00		
CS	101	Introduction to Computer Science	25.00		
CS	102	Introduction to Computer Science II	25.00		
CS	140	Business Computer Systems	18.00		
CS	141	Programming for Business/COBOL	25.00		
CS	151	Programming for Science/FORTRAN	25.00		
CS	201	Advanced Applications Software w/Programming	18.00		
CS	210	Intro to Educational Computing	25.00		
CS	242	Assembly Language Programming	25.00		
CS	251	Expert Systems	18.00		
CS	252	Data Structures	25.00		
CU	120	Princi of Quantity Food Production I	10.00		
CU	130	Princi of Quantity Food Product II	10.00		
CU	140	Cost, Portion Control & Purchasing	10.00		
CU	150	Garde Manger	10.00		
DA	102	Dental Office Management I	10.00		
DA	103	Principles of Dental Assisting	35.00		
DA	120	Prin of Dental Asst II	20.00		
DAR	101	Dental Radiography I	35.00		
DAR	120	Dental Radiography II	35.00		
DLT	101	Dental Laboratory Techniques I	35.00		
DM	101	Dental Materials I	30.00		
DM	120	Dental Materials II	30.00		
EA	101	Electrician Apprenticeship	10.00		
EA	102	Electrician Apprenticeship	10.00		
EA	103	Electrician Apprenticeship	10.00		

(b) Fee established by contract

			Proposed Lab Fees District	QC	East
EA	104	Electrician Apprenticeship	10.00		
EA	105	Electrician Apprenticeship	10.00		
EA	106	Electrician Apprenticeship	10.00		
EA	201	Electrician Apprenticeship	10.00		
EA	202	Electrician Apprenticeship	10.00		
EA	203	Electrician Apprenticeship	10.00		
EA	204	Electrician Apprenticeship	10.00		
EA	205	Electrician Apprenticeship	10.00		
EA	206	Electrician Apprenticeship	10.00		
EDUC	235	Clinical Observation in Education	15.00		
ENG	101	Freshman Rhetoric & Composition		10.00	
ENG	103	College Reading Skills	5.00		
ENG	132	Technical Reporting	10.00		
ENG	242	Advanced Technical Writing	10.00		
ENG	243	Writing for the Media	4.00		
ENG	250	Films as Literature			5.00
ET	101	Electronic Symbolic Drawing	10.00		
ET	102	Basic Electricity	10.00		
ET	103	DC & AC Circuits	10.00		
ET	105	Semiconductor Devices	10.00		
ET	110	Applied Electricity	10.00		
ET	112	Electronics I	10.00		
ET	114	Applied Electronics	10.00		
ET	116	Solid State Electronics I	10.00		
ET	118	Digital Switching Circuits	10.00		
ET	120	Electro-Mechanical Machines	10.00		
ET	122	Electro-Mechanical Control Circuits	10.00		
ET	124	Practicum in Office Equipment Repair	10.00		
ET	200	Linear Integrated Circuits	12.00		
ET	203	Process Control Systems	15.00		
ET	204	Indust Power Distribution & Control	15.00		
ET	205	Microprocessors	-		
ET	210	Instrumentation Fundamentals	10.00		
ET	220	Logic Circuits	-		
ET	230	Advanced Electronic Applications	-		
ET	235	Peripheral Devices & Systems	10.00		
ET	245	Assembly Language Programming	10.00		
ET	255	Advanced Microprocessors	10.00		
FRENC	101	Elementary French	5.00		
FRENC	102	Elementary French	5.00		
FRENC	201	Intermediate French	5.00		
FRENC	202	Intermediate French	5.00		
FRENC	253	Composition/Readings I	5.00		
FRENC	254	Composition/Readings II	5.00		
GE	101	Engineering Graphics & Geometry	5.00		
GE	102	Engineering Graphics & Geometry	3.00		
GE	205	Elementary Mechanics of Def Bodies	10.00		
GEOG	101	Physical Geography	6.00		
GEOG	102	Physical Geography	6.00		
GEOL	101	Physical Geology	6.00		
GEOL	102	Historical Geology	6.00		

			Proposed Lab Fees District QC	East
GERMA	101	Elementary German	5.00	
GERMA	102	Elementary German	5.00	
GERMA	201	Intermediate German	5.00	
GERMA	202	Intermediate German	5.00	
GERMA	253	Composition/Readings I	5.00	
GERMA	254	Composition/Readings II	5.00	
GT	101	Basic Technical Drafting	10.00	
GT	102	Descriptive Geometry	10.00	
GT	103	Technical Dimensional Drafting	10.00	
(c)GT	110	Basic Math Calculations	10.00	
(c)GT	131	Pre Technical Mathematics	10.00	
(c)GT	141	Technical Mathematics I	10.00	
(c)GT	143	Technical Mathematics II	10.00	
GT	144	Computer Programming	23.00	
GT	145	Programming with "BASIC"	10.00	
GT	151	Surveying I	10.00	
GT	152	Surveying II	10.00	
GT	153	Property Location Surveys	10.00	
HPE	107	Basketball I (Basketball Camp only)		20.00
HPE	125	Physical Fitness I	20.00	
HPE	126	Physical Fitness II	20.00	
HPE	127	Physical Fitness III	20.00	
HPE	128	Physical Fitness IV	20.00	
HPE	135	Conditioning	20.00	
HPE	139	Beginning Skiing	35.00	
HPE	143	Aerobics I	10.00	
HPE	144	Aerobics II	10.00	
HPE	145	Aerobics III	10.00	
HPE	153	Fencing	8.00	
HPE	155	Weight Training	10.00	
HPE	168	Advanced Weight Training	10.00	
HPE	173	Skiing II	35.00	
HPE	200	Emergency Medical Techniques	5.00	
INDEP	299	Independent Study (Psychology Lab) (Selected Sections Only)	5.00	
LAWEN	251	Criminal Investigation I	15.00	
LAWEN	252	Criminal Investigation II	15.00	
MATH	131	Finite Mathematics	5.00	
MATH	228	Introduction to Probability & Statistics	6.00	

(c)VEE Courses only

		Proposed Lab Fees District QC East
Mechanical Power Technology		
AGMEC	103 Diesel Fuel System I	20.00
AGMEC	105 Hydraulics I	15.00
AGMEC	107 Hydraulics II	15.00
AGMEC	109 Power Trains	20.00
AGMEC	111 Mechanics Welding	25.00
AGMEC	113 Diesel Fuel Systems II	20.00
AGMEC	115 Harv. Equip. Set-up & Calibration	10.00
AGMEC	117 Grain Drying	10.00
AGMEC	201 Ag Machinery Management & Service (variable credit)	20/3C.H. 30/5C.H.
AGMEC	209 Power Shift Transmissions	10.00
AGMEC	215 Ag Machinery Harvesting & Tillage (variable credit)	10/3C.H. 10/5C.H.
AUTO	100 Wheel Alignment and Suspension	30.00
AUTO	102 Brakes	30.00
AUTO	104 Electrical Systems II	25.00
AUTO	106 Diagnosis & Tune-Up	25.00
AUTO	108 Automatic Transmission	25.00
AUTO	109 Power Trains	20.00
AUTO	110 Automotive Emissions Systems	20.00
GT	101 Ele Draft Blueprint Read	25.00
GT	103 Technical Drafting	15.00
MPT	101 Engine Repair I	30.00
MPT	103 Electrical Systems I	25.00
MPT	105 Fuel & Air Systems	25.00
MPT	107 Air Conditioning	30.00
MPT	109 Power Trains	10.00
MPT	111 Engine Repair II	35.00
MPT	115 Advanced Service I	25.00
MPT	119 Diesel Engines	20.00
MPT	121 Auto Body I	35.00
MPT	123 Auto Body II	25.00
MPT	125 Alternative Energy Systems	20.00
MPT	127 Small Engine Equip. Technology I	15.00
MPT	129 Small Engine Technology II	15.00
MPT	150 High Performance Systems	10.00
MPT	205 Gasoline Fuel Injection Systems	10.00
RPT	170 Small Engine Equipment Technology	10.00
MD	101 Product Drafting	10.00
MD	102 Tool Drafting	10.00
MD	103 Symbolic Drawing	10.00
MD	105 Architectural Drafting-Blueprint Rd.	10.00
MD	130 Introduction to Tool Design	24.00
MD	131 Commercial Drill Jigs	24.00
MD	132 Plate & Box Type Drill Jigs	24.00
MD	133 Compound Angle Drill Jigs	24.00
MD	134 Planer Tools & Milling Machine Tools	24.00
MD	135 Milling Fixtures	24.00
MD	136 Multiple Milling Fixtures	24.00
MD	137 Broaching & Grinding Fixtures	24.00
MD	138 Boring Bars	24.00

			Proposed Lab Fees District QC East
MD	139	Turret Lathe Tooling	24.00
MD	140	Honing Fixtures	24.00
MD	141	Gage Design	24.00
MD	142	Radial Fixture & CAM Design	24.00
MD	150	Introduction to Die Design	24.00
MD	151	Cutoff Punches & Dies	24.00
MD	152	Progressive Punches & Dies	24.00
MD	153	Compound Punches & Dies	24.00
MD	154	Shaving & Broaching Dies	24.00
MD	155	Bending Dies	24.00
MD	156	Forming	24.00
MD	157	Stamping Dies	24.00
MD	158	Drawing Dies	24.00
MD	159	Rectangular Draw Dies	24.00
MD	160	Sizing & Bulging Dies	24.00
MD	161	Swaging & Forging Dies	24.00
MD	162	Cost Estimating	24.00
MT	105	Machine Tool Proc I	20.00
MT	106	Machine Tool Proc II	20.00
MT	107	Machine Tool Proc. III	20.00
MT	108	Inspection and Measurement	10.00
MT	112	Advanced Machine Tool Processes	20.00
MT	114	Basic Precision Measurement	10.00
MT	200	Computerized Numerical Cntrl Process	20.00
MT	201	Mechanisms	10.00
MT	203	Mechanical Design II	10.00
MT	204	Mechanical Design III	10.00
MT	210	Hydraulics-Pneumatics	10.00
MT	213	CNC Lathe Programming	10.00
MT	214	Computer Numerical Cntrl Programming	20.00
MT	215	Computer Aided Manufact. (CAM) Prog.	20.00
MT	216	Numerical Control APT I	20.00
MT	217	Numerical Control APT II	20.00
MT	218	Numerical Control APT III	20.00
MT	230	Metallurgy and Heat Treatment	15.00
MT	240	Quality Control Inspection	10.00
MT	242	Statistical Process Control	10.00
MT	244	Computer Graphics	15.00
MT	245	Computer Aided Drafting	30.00
MT	246	Computer Aided Drafting II	30.00
MUSIC		Priv. Lessons (per cr. hr.)	120.00
MUSIC		Small Group Inst. (per cr.hr.)(Piano/Voice Class)	30.00
MUSIC	103	(Percussion, Guitar, Piano)	50.00
NA	100	Basic Nurse Assistant Training Prog.	50.00
NURS	100	Transition Course for LPN's	20.00
NURS	101	Principles of Nursing Care	60.00
NURS	103	Prin of Basic Med-Surg Nursing	35.00
NURS	104	Principles of Mental-Health Nursing	20.00
NURS	105	Princ of Nursing (Self-enrichment)	20.00
NURS	201	Princ of Medical Surgical Nurs II	
		(Fall)	35.00
		(Spring)	20.00

			Proposed Lab Fees District QC	East
NURS	202	Princ of Med-Surgical Nursing III	20.00	
NURS	203	Principles of Maternity Nursing		
		(Fall)	35.00	
		(Spring)	20.00	
NURS	204	Principles of Nursing of Children	20.00	
NURS	230	Nurs Seminar	25.00	
NURS	250	Nursing Practice Update	20.00	
NURS	260	Cardiac Care -- Basic	15.00	
NURS	261	Advanced Cardiovascular Nursing	10.00	
NURS	262	Critical Care Nursing	10.00	
NURS	270	Physical Assessment	20.00	
NURS	272	Concepts in Cancer Nursing	10.00	
NURS	274	Gerontological Nursing	10.00	
NURS	275	Home Nursing Care	10.00	
NURS	280	Emergency Department Nursing	10.00	
NURS	290	Concepts of Rehabilitation	25.00	
PHYSI	101	General Physics	10.00	
PHYSI	102	General Physics	10.00	
PHYSI	110	Introduction to Physics	10.00	
PHYSI	115	Concentrated General Physics	10.00	
PHYSI	200	Technical Physics	20.00	
PHYSI	201	General Physics	10.00	
PHYSI	202	General Physics	10.00	
PN	101	Fundamentals of Practical Nursing	35.00	
PN	103	Geriatric Nursing	15.00	
PN	105	Pharmacology in Practical Nursing	15.00	
PN	106	Pharmacology	15.00	
PN	124	Maternal-Child Nursing	35.00	
PN	125	Medical-Surgical Nursing	35.00	
PN	130	Mental Health Nursing	15.00	
PN	140	Licensure Review	5.00	
PN	160	LPN Refresher	75.00	
PS	101	Introduction to Physical Science	10.00	
PNC	101	Fundamentals of Practical Nursing - Clincal	20.00	
PNC	103	Geriatric Nursing - Clinical	10.00	
PNC	130	Mental Health Nursing - Clinical	10.00	
PNC	124	Maternal Child Nursing - Clinical	20.00	
PNC	125	Medical-Surgical Nursing - Clincial	20.00	
PSYCH	101	Introduction to Psychology		6.00
PSYCH	105	Career Exploration and Planning	8.00	
PSYCH	295	Special Topics in Psychology (Sel. Sec. Only)	7.00	
PW	112	Intro to ARC Welding	30.00	
PW	113	Basic ARC Welding in Flat Position	30.00	
PW	114	Flat & Horizontal Positions	60.00	
PW	115	ARC Weld Vertical Overhead Position	60.00	
PW	120	Intro to MIG Welding	60.00	
PW	122	MIG Welding with Spray ARC Process	60.00	
PW	123	MIG Weld Glob Trans Proc & Short ARC	60.00	
PW	124	TIG and Oxy-Acetylene Welding	60.00	
REA	093	Developmental Reading I (var. credit)	2.00/cr. hr.	
REA	098	Developmental Reading II	5.00	

			Proposed Lab Fees District QC East
RESTH	203	Respiratory Therapy Seminar	30.00
RTC	101	Introduction to Clinical Practice	50.00
RTC	102	Clinical Practice for Therapists	45.00
RTC	112	Clinical Practice I for Technicians	45.00
RTC	113	Clinical Practice II for Technicians	60.00
RTC	201	Adv Resp Ther Clinical Practice I	50.00
RTC	202	Adv Resth Ther Clinical Practice II	60.00
SPANI	101	Elementary Spanish	5.00
SPANI	102	Elementary Spanish	5.00
SPANI	201	Intermediate Spanish	5.00
SPANI	202	Intermediate Spanish	5.00
SPANI	253	Composition/Readings I	5.00
SPANI	254	Composition/Readings II	5.00
TV	221	TV Production-Direction	5.00
WLD	101	Shield Metal Arc Welding I	12.00/cr.hr.
WLD	103	Welding Fabrication & Application	12.00/cr.hr.
WLD	105	Oxy-Acetylene Welding and Cutting	12.00/cr.hr.
WLD	107	Welding Metallurgy	25.00
WLD	115	Weld Test Preparation	12.00/cr.hr.
WLD	117	Shielded MEtal Arc Welding II	12.00/cr.hr.
WLD	121	Gas Metal Arc Welding	12.00/cr.hr.
WLD	123	Welding Inspection	12.00/cr.hr.
WLD	125	Gas Tungsten Arc Welding	12.00/cr.hr.
WLD	201	Pipe Welding	12.00/cr.hr.
WLD	205	Maintenance Welding	12.00/cr.hr.

BLACK HAWK COLLEGE - EAST CAMPUS

GENERAL COURSE OUTLINE

I. Description of Course: Graphic Design

A. Course No. and Title: Graphic Design - Art 246

B. Catalog Description:

This course is designed to give the student experience in the area of design of material used in Graphic and Commercial Arts. Use of Stat cameras and computers as aids in the processes will be encouraged. Products from this class will be included in a portfolie

C. No. of hours per week: 2 Lec. 2 Lab 3 Sem. Hrs. ___ Variable

D. Prerequisites:

none

II. General Objectives of Course:-understand the processes and methods by which ideas are made into concrete actualities and transferred to the printed page; -utilize the processes and methods in a work like manner to produce their own ideas; -experiment with the tools of the trade;ie,stat cameras and computers; -become literate practioners of the processes used in commercial and graphic arts; -create finished products that reflect learned and innate abilities

III. Topical Outline: (See Block and Unit, pg. 2)

see attached

IV. Textbooks and Material Required:

Advertising Graphics: Bockus, MacMillian Co., New York
handouts from instructor

V. Methods of Presentations:

lecture-lab

VI. Methods of Frequency of Evaluation:

emperical evaluation of assigned projects ... injected into course at completion of each concept module

VII. Special Activities and Projects:

none

VIII. Use of Community Resources:

The course will make use of private printing companies in the area for various aspects of the course.

IX. Date Prepared 2/2/87

Instructors Signature

BLOCK AND UNIT REPORTING FOR:

INSTRUCTOR:

COURSE NO./TITLE: Graphic Design - Art 246

Block Introduction	Block
Unit Tools	Unit
Unit Book	Unit
Unit Assignments/Sylibus	Unit
Unit Journal	Unit
BLOCKXXXX Unit Marker Rendering	Unit
BLOCKXXXX Unit Computer/Fontrix	Unit
Unit MacIntosh/Laserwriter as typesetter	Unit
BLOCKXXXX Unit Stat Camera (darkroom)	Unit
BLOCKXXXX Unit Stat Camera (daylight)	Unit
BLOCKXXXX Unit Real Project	Unit
Block Logo Syst.	Block
BLOCKXXXX Unit Cat. Page	Unit
BLOCKXXXX Unit Mailer	Unit
BLOCKXXXX Unit Final Project	Unit
Unit	Unit
Unit	Unit
Unit	Unit
Unit	Unit
Unit	Unit
Unit	Unit
Unit	Unit

NOTE: If there are more than ten units within a block, cross out the next lower block and continue with units.

BLACK HAWK COLLEGE - EAST CAMPUS

GENERAL COURSE OUTLINE

I. Description of Course: Commercial Art

A. Course No. and Title: Commercial Art - Art 248

B. Catalog Description:

Techniques applicable to Commercial Art are explored. Illustration work in black and white, with emphasis on art for reproductions in various mass media.

C. No. of hours per week: 2 Lec. 2 Lab 3 Sem. Hrs. no Variable

D. Prerequisites:

None

II. General Objectives of Course:

-develop knowledge of current Commercial Art techniques. -understand major types of equipment utilized in production. -understand the primary reproduction process used in print media. -recognize the processes of pictorial story telling.

III. Topical Outline: (See Block and Unit, pg. 2)

see attached

IV. Textbooks and Material Required:

no text required at this time - handouts and demonstrations

V. Methods of Presentations:

lecture-demonstration-lab

VI. Methods of Frequency of Evaluation:

evaluation of projects which summarize classroom instruction; review of portions of a professional portfolit; graded journal; final project reviewing of all studio courses as applicable to Commercial Art

VII. Special Activities and Projects:

none

VIII. Use of Community Resources:

none

IX. Date Prepared 2/1/87

Instructors Signature

BLOCK AND UNIT REPORTING FORM

INSTRUCTOR:

COURSE NO./TITLE: Commercial Art - Art 248

Block Illustration

Unit Story telling technique

Unit Research

Unit Composition

Unit Rough to comp to finished work

BLOCK Unit Media Choice

Unit Reproduction process

Unit Size reduction

Unit Color problems

Unit Use of "cheating"-short cuts

CK Unit Assignments

unit Block Preparing illustrations from marked manuscripts

Unit Interpretation

Unit Style

Unit Deadlines

Unit Agents

BLOCK Unit Specialization

Unit Subject

Unit Style

Unit Media (print)

Unit Adapting to market place

BLOCK Unit Copyrights

Block Art Direction

Unit Working with people

Unit Understanding assignments

BLOCK Unit Evaluation:

Unit Evaluation of project

Unit Review of portions of a professional portfolit

Unit Graded journal

Unit A Final Project

Unit

Unit

Unit

Block

Unit

Unit

Unit

Unit

Unit

Unit

Unit

Unit

NOTE: If there are more than ten units within a block, cross out the next lower block and continue with units.

Revision Date April 12, 1991

2/16/89

BLACK HAWK COLLEGE COURSE SYLLABUS (Please type)

Course Number and Name: CIP 105 Survey of Data Processing I

Catalog Description: A non-technical overview of computer usage. The course is designed to provide the beginning student with an awareness of the impact of computers on society. It introduces the student to computer terminology and technology through the study of computer hardware and software components, disk operating systems, and software applications. It also prepares the student for future coursework by providing a basic overview of computer programming on both microcomputers and mainframes.

Credit Hours: 3 (Elective Credit) Lecture Hours: 2 Lab Hours: 2

Variable Credit: Yes ___ No x Program: ___ Career x CS/ABE ___

Grading System: ABCDF ___ ABCDX ___ Credit Type: Degree x Certificate ___

Prerequisite: None

I. This course is intended for: (Describe general audience it is intended to serve, stating major, degree, certification, etc.)

Students with no previous background in computing and those who believe they may enjoy coursework in Data Processing, but need more information.

II. General Objectives: Upon completion of this course, the student shall:

A. Have an appreciation and awareness of the impact of computers in society.

B. Understand and use terms common to computers and computing.

C. Understand the operation of basic computer hardware and peripherals.

D. Be able to use basic disk operating systems.

E. Be aware of a wide variety of software applications such as word processing, and database management.

F. Be aware of employment opportunities in the computer field.

III. Method of Evaluation:

1. Regular written tests and examinations.

2. Evaluation of homework assignments.

3. Evaluation of laboratory exercises.

IV. Textbook(s) and Materials: (Provide example(s) of type(s) of textbook(s) and materials)

V. Communication: Note contact person on other campus.

VI. Articulation: (If course is designed for a UPP degree, identify three major 4-year institutions where the course is accepted.)

Number	Name	Institution
_____	_____	_____

VII. Course Outline: (Write a representative topical chronological outline using only the space provided. Use modules for variable credit courses.)

1. Impact of Computers on Society.
2. Computer Terminology.
3. Introduction to Computer Technology.
4. Software Components.
5. Hardware Components.
6. Disk Operating Systems.
7. Keyboarding.
8. Word Processing.
9. Database Management.
10. Career Opportunities in Data Processing.

VIII. This syllabus was prepared by: Janet Spears Date 4-12-91.

IX. Copies are to be kept on file by the Department Chairperson, Division Director and the Program Dean where appropriate.

Revision Date April 12, 1991

2/16/89

BLACK HAWK COLLEGE COURSE SYLLABUS (Please type)

Course Number and Name: CIP 106 Survey of Data Processing II

Catalog Description: A survey course in the utilization of basic microcomputer hardware and software. Emphasis is placed upon use of the basic elements of data processing for those interested in obtaining general expertise in microcomputer applications.

Credit Hours: 3 (Elective Credit) Lecture Hours: 2 Lab Hours: 2

Variable Credit: Yes ___ No x Program: ___ Career x CS/ABE ___

Grading System: ABCDF ___ ABCDX x Credit Type: Degree x Certificate ___

Prerequisite: CIP 105 Survey of Data Processing I

I. This course is intended for: (Describe general audience it is intended to serve, stating major, degree, certification, etc.)

Students with limited experience in data processing and those interested in becoming more proficient in basic microcomputer applications.

II. General Objectives: Upon completion of this course, the student shall:

A. Be able to perform basic computer functions using spreadsheets.

B. Understand and be able to perform basic computer graphics techniques.

C. Be able to do elementary programming on both microcomputers and mainframe.

D. Have a general understanding of BASIC theory and basic skills in programming in BASIC.

E. Have a general understanding and basic skills in Pascal Programming.

III. Method of Evaluation:

1. Regular tests and examinations.

2. Evaluation of laboratory exercises.

3. Evaluation of homework assignments.

IV. Textbook(s) and Materials: (Provide example(s) of type(s) of textbook(s) and materials)

V. Communication: Note contact person on other campus.

VI. Articulation: (If course is designed for a UPP degree, identify three major 4-year institutions where the course is accepted.)

Number	Name	Institution
_____	_____	_____

VII. Course Outline: (Write a representative topical chronological outline using only the space provided. Use modules for variable credit courses.)

1. Introduction to Spreadsheet Software.
2. Utilizing Spreadsheet Software.
3. Introduction to Computer Graphics.
4. Computer Graphics Applications.
5. Introduction to Programming using BASIC.
6. Programming Problems in BASIC.
7. Introduction to Programming using PASCAL.
8. Programming Problems in PASCAL
9. Employment Opportunities in Computer Programming.

VIII. This syllabus was prepared by: Janet Spears Date 4-12-91.

IX. Copies are to be kept on file by the Department Chairperson, Division Director and the Program Dean where appropriate.

Revision Date April 12, 1991

2/16/89

BLACK HAWK COLLEGE COURSE SYLLABUS (Please type)

Course Number and Name: MPT 100 - Basic Vehicle Maintenance & Repair I

Catalog Description: A fundamental course in general vehicle maintenance and repair. Students learn to use basic auto and truck repair terminology, tools and techniques utilized in automotive dealerships and service facilities. The course provides both a general orientation to the vehicle service industry and develops salable vehicle maintenance skills.

Credit Hours: 3 Lecture Hours: 2 Lab Hours: 2

Variable Credit: Yes___ No x Program: UP___ Career x CS/ABE ___

Grading System: ABCDF ___ ABCDX x Credit Type: Degree x Certificate___

Prerequisite: None

I. This course is intended for: (Describe general audience it is intended to serve, stating majors, degree, certification, etc.)

Beginning students with no previous experience in vehicle service.

II. General Objectives: Upon completion of this course, the student shall:

A. Understand and correctly use basic auto and truck service terminology.
B. Be able to properly utilize basic vehicle service tools and test equipment.
C. Be able to properly utilize common assembly and dissassembly techniques.
D. Understand the career opportunities available in the vehicle service industry.
E. Be able to correctly perform several common vehicle repair procedures.
F. Understand the theory related to modern motor vehicles.

III. Method of Evaluation:

1. Evaluation of regular tests and examinations.
2. Evaluation of laboratory jobs and exercises.
3. Evaluation of written homework assignments.

IV. Textbook(s) and Materials: (Provide example(s) of type(s) of textbook(s) and materials)

Auto Service and Repair, by Goodheart-Wilcox Publishing Co.
ISBN-0-87006-465-5

V. Communication: Note contact person on other campus.

VI. Articulation: (If course is designed for a UPP degree, identify three major 4-year institutions where the course is accepted.)

Number	Name	Institution
NA		

VII. Course Outline: (Write a representative topical chronological outline using the only space provided. Use modules for variable credit courses.)

1. Shop Safety
2. Shop Tools & Equipment
3. Orientation to careers in auto and truck maintenance and sales.
4. Basic Engine Theory of Operation - 2 stroke cycle, 4 stroke cycle, diesel engine vs. gasoline engine.
5. Engine Fundamentals - parts and construction, cooling system, lubrication system, fuel system, electrical system, emission control system, exhaust system.
6. Basic Engine Service - oil & filter changes, compression testing, engine disassembly and reassembly.
7. Basic Engine Inspection & Parts Measuring Using Precision Measuring Tools - scale usage, micrometer usage, dial indicator, feeler gauges, telescoping gauges.
8. Fuel System Service - fuel system testing, fuel system operation.
9. Electrical System Fundamentals - basic electrical theory, voltmeter, ohmmeter & ampmeter usage.
10. Electronic Engine Control Fundamentals - electronic fundamentals, electronic fuel injection operation, basic service & testing.
11. Cooling & Heating System Fundamentals - heating & cooling system service.

VIII. This syllabus was prepared by: Ed Rebenar Date 4-12-91.

IX. Copies are to be kept on file by the Department Chairperson, Division Director and the Program Dean where appropriate.

Revision Date April 12, 1991

2/16/89

BLACK HAWK COLLEGE COURSE SYLLABUS (Please type)

Course Number and Name: MPT 102 Basic Vehicle Maintenance II

Catalog Description: A continuation of a fundamental course in general vehicle maintenance. Students will be introduced to a variety of components and service procedures dealing with vehicle drive trains, and suspension systems. They will also be oriented in the techniques associated with the operation and management of a service facility.

Credit Hours: 3 Lecture Hours: 2 Lab Hours: 2

Variable Credit: Yes ___ No x Program: ___ Career x CS/ABE ___

Grading System: ABCDF ___ ABCDX x Credit Type: Degree x Certificate ___

Prerequisite: MPT 101 Basic Vehicle Maintenance I or Instructor Consent.

I. This course is intended for: (Describe general audience it is intended to serve, stating major, degree, certification, etc.)

Beginning students with no previous experience in vehicle service.

II. General Objectives: Upon completion of this course, the student shall:

A. Understand and correctly use basic auto and truck service technology.
B. Properly utilize basic vehicle service tools and test equipment.
C. Be able to properly utilize common dissassembly and assembly techniques.
D. Correctly perform several common vehicle repair procedures.
E. Utilize service manuals, prepare repair orders, provide labor estimates.
F. Employ positive customer relations skills.

III. Method of Evaluation:

1. Evaluation of regular tests and examinations.
2. Evaluation of laboratory jobs and exercises.
3. Evaluation of written homework assignments.

IV. Textbook(s) and Materials: (Provide example(s) of type(s) of textbook(s) and materials)

Auto Service and Repair, by Goodheart-Wilcox Publishing Co.
ISBN-0-87006-465-5

V. Communication: Note contact person on other campus.

VI. Articulation: (If course is designed for a UPP degree, identify three major 4-year institutions where the course is accepted.)

Number	Name	Institution
NA		

VII. Course Outline: (Write a representative topical chronological outline using only the space provided. Use modules for variable credit courses.)

1. Drive Train Fundamentals - standard transmission, standard transaxle, drive shafts, real axles, CV joints & front wheel drives.

2. Automatic Transmission Fundamentals - basic inspection, fluid change & filter change.

3. Front End service & Inspection - wheel & tire service, wheel bearing cleaning & repacking, front end alignment basics, tire & wheel changing & balancing.

4. Brake System Fundamentals - principles of operation, hydraulic principles, inspection & repair, anti-lock brake systems.

5. Basic Air Conditioning Fundamentals - air conditioning service.

6. Engine Tune-Up & Driveability - diagnosis.

7. Basic Shop Management - career opportunities in the automotive/truck service field.

8. Shop manuals, Repair Orders, Labor - estimates.

9. Introduction to Custom Relations Skills.

10. Self Esteem, Understanding Oneself, Positive Relationships, Character.

VIII. This syllabus was prepared by: Ed Rebenar Date 4-12-91.

IX. Copies are to be kept on file by the Department Chairperson, Division Director and the Program Dean where appropriate.

2/16/89 Revision Date 4/12/91

BLACK HAWK COLLEGE COURSE SYLLABUS (Please type)

Course Number and Name: NA 100 -- Basic Nurse Assistant Training Program

Course Description: Provides the nurse assistant with knowledge, understanding and skills to function as a responsible member of the health team. Students combine theory with practical applications to various health care situations. Additional emphasis has been incorporated regarding the aging process, problems of the aged, and death and dying.

Credit Hours: 7 Lecture Hours: 70 contact Lab Hours: 10 contact Clinical 40

Variable Credit: Yes ___ No X Program: UP ___ Career X CS/ABE ___

Grading System: ABCDF ___ ABCDX X Credit Type: Degree ___ Certificate x

Prerequisite: Must be at least 16 yrs. old, must have completed 10th grade

I. This course is intended for: (Describe general audience it is intended to serve, stating major, degree, certification, etc.)

Those interested in completing certificate in nurse assistant

II. General Objectives: Upon completion of this course, the student shall:

A. SEE ATTACHED OUTLINE

B. _____

C. _____

D. _____

E. _____

F. _____

III. Method of Evaluation:

1. Evaluation of regular tests and examinations
2. Evaluation of clinical experiences
3. Evaluation of lab exercises

IV. Textbook(s) and Materials: (Provide example(s) of type(s) of textbook(s) and materials)

Staff prepared materials

V. Communication: Note contact person on other campus.

Sally Flesh--Coordinator of Health Services

VI. Articulation: (If course is designed for a UPP degree, identify three major 4-year institutions where the course is accepted.)

Number	Name	Institution
NA		

VII. Course Outline: (Write a representative topical chronological outline using only the space provided. Use modules for variable credit courses.)

(SEE ATTACHED COURSE OUTLINE)

VIII. This syllabus was prepared by: Sally Flesh Date 4/12/91

IX. Copies are to be kept on file by the Department Chairperson, Division Director and the Program Dean where appropriate.

Black Hawk COLLEGE

Career-Ed Update

Volume III Number 1 October, 1990

New at BHC

Curriculum development and evaluation is an on-going priority for Black Hawk College as it strives to serve the community.

New for the 1990-1991 school year are the following degrees, certificates and redesigned curricula.

The focus is on the Career area as the College prepares its students and graduates to enter the Greater Quad-City labor market.

New Degrees

* Hotel Management
* Hazardous Materials
* Fire Science
* Radiological Technology
* Licensed Practical Nursing (East)
* Business Information Technology

New Certificates

* Welding
* Hazardous Materials
* Teacher's Aides
* Hotel/Motel Operations

Redesigned Curricula

* Mechanical Technology
* Cosmetology
* Barbering
* Public Relations
* Social Services
* Data Processing
  - — Data Entry
  - — Computer Operator

Future issues of Career-Ed Update will highlight these new programs.

BLACK HAWK COLLEGE AND AREA VOCATIONAL SYSTEM AWARDED TECH/PREP GRANT

On September 10, 1990, State Superintendent of Education, Robert Leininger announced that Black Hawk College and the Quad-City/Tri-County Vocational System were one of 17 combined educational agencies in Illinois to be awarded a planning grant to develop a Tech/Prep curriculum over the next three years.

Gordon Kinkead

Tech/Prep represents an educational track that integrates college preparatory coursework with a rigorous technical education concentration. It is a planned sequence of courses, both academic and technical, that begins at the 9th grade and is articulated with a post-secondary experience leading to an associate degree.

A unique aspect of the local Tech/Prep Project is the involvement of one of the Quad-City's largest industries. John Deere Harvester Works, through their educational partnership with United Township High School, Moline High School and Black Hawk College, will loan a Deere executive to direct the Project.

Gordon Kinkead, a former Riverdale High School science teacher and thirteen year employee of John Deere, was named the Tech/Prep Project Director recently by Richard Kleine, Harvester Works General Manager.

Kinkead will work closely with the College and the Vocational System to develop the curriculum and select secondary locations where the Tech/Prep curriculum will be piloted.

After program planning and development, the first high school students from Tech/Prep programs will graduate in the spring of 1993. This first group of students will graduate from Black Hawk College with Tech/Prep degrees in the spring of 1995.

Dr. Arthur Pitz, Black Hawk College administrator, will be responsible for coordinating the college's involvement with the Project.

Dr. Arthur Pitz

"We are very excited about the Project", Dr. Pitz said. "Combining vocational/Technical and academic coursework will provide a rigorous program that meets the expectations of the College as well as business and industry."

Carrer Update will continue to keep our readers posted on the development of the Tech/Prep Project.

ILLINOIS STATE BOARD OF EDUCATION
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